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ABSTRACT

Presented is a curriculum guide on job skills for special education secondary students. Listed are tasks, skills and related academic concepts (including reading, mathematics, and vocabulary) for the following 10 units: housekeeping, floor care, laundry worker, food service worker, grocery store worker, general shop worker, clerical aide, nurse's aide, child care, and first aid. The conclusion of each unit includes a breakdown of skills for job tasks and a student rating scale. (CL)

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PRE-EMPLOYMENT TRAINING HANDBOOK

Pine Bluff School District
Pine Bluff, Arkansas

EC10 3869

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INTRODUCTION

The ESEA Title III project in the Pine Bluff High School was designed for students in special education preparing to go out and enter the working world. It offers a practical curriculum and simulated job settings for students in grades 10 through 12.

Operating with federal financial assistance during the 1973-76 school terms, the project collected and developed a special set of instructional materials aimed at giving students some academic background along with an increased understanding of skills which they might have to perform on the job. Communication and math training was integrated into the vocational training program so that students could better adjust to the problems involved in living and working as adults. This curriculum handbook is an outgrowth of the Pine Bluff program.

Acknowledgement is given to the ESEA Title III advisory committee which helped plan and provided incentive for the project; to Arkansas Rehabilitation Services for assistance with the work-study program and collection of instructional materials for the grocery and clerical units; to the staff of the Loma Linda Nursing Home for help with the nurses aide section; the Jefferson County Extension Service for advice on general home cleaning units and to the Texas Tech University School of Home Economics for materials on food service.

Further acknowledgement is given to the Arkansas Title III Office and to the Division of Federal Programs Information Office.

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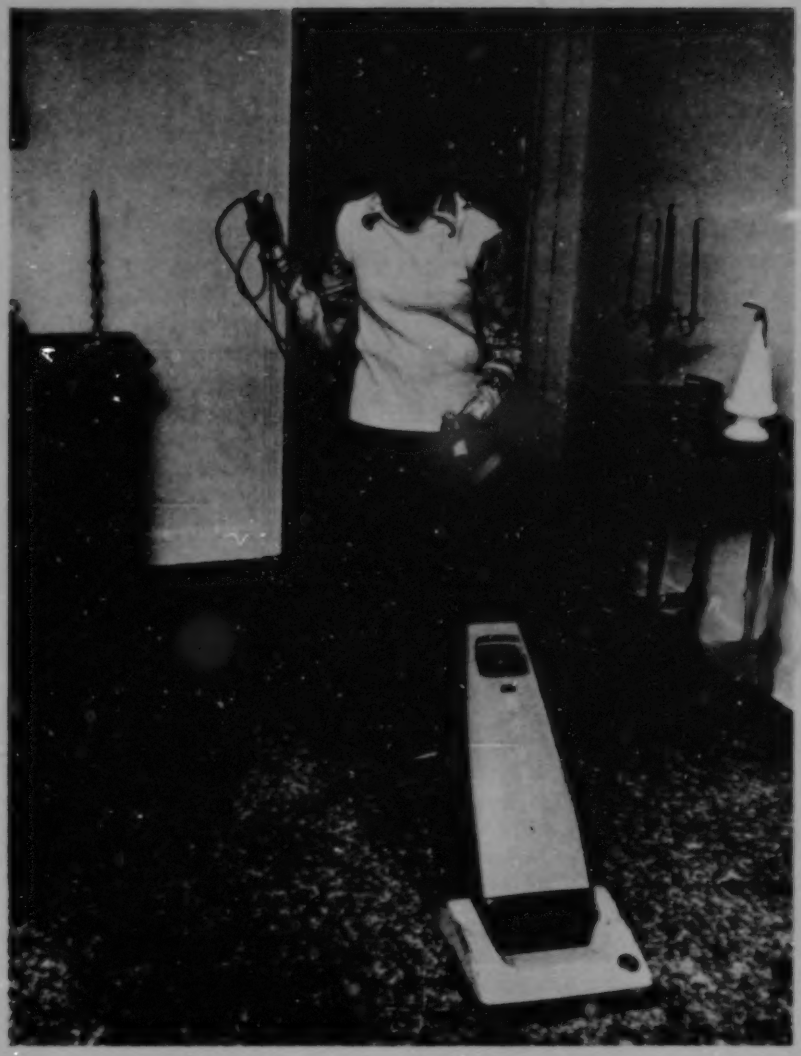
HOUSEKEEPING

TASKS

- Domestic worker
- Hotel-Motel houseman
- Hotel-Motel chambermaid

SKILLS

- General domestic housecleaning
- Bathroom cleaning
- How to clean glass
- How to wash walls and woodwork
- How to clean the kitchen
- Job Task List, guest room service
- Skills and Time Frame, hospital helper



READING

Controls on machine
Colors
Letters on phone dial
Labels on cans and jars
Names on mailboxes
Items on order list
Some cooking directions
Items on work ticket

WRITING

Phone numbers
Simple telephone messages

ORAL LANGUAGE

Take directions
Telephone conversation, calling and answering

MATHEMATICS

Count to ten
Count to twenty
Make small change
Find house numbers
Pay small bills
Tell time by the minute
Weights and measures

SPELLING

Simple words for telephone messages

VOCABULARY

aspirin
baker
basin
bib
blouse
bread
butter
coffee
cradle
curtains
detergent
donation
dress
dust
dust mop
electrician
ingredient
iron
laundry
linoleum
lukewarm
machine
meat
message
mop
napkins
pans
peddler
pint
pleats
polish
portion
pots
quart
refrigerator
roast
rugs
salesman
shirt
soap
spice
starch
skirts
silverware
supper
tablespoon
teaspoonful
thermostat
underwear
vacuum (cleaner)
vegetables
wash
washing (machine)
watt
wax
window cleaner

General Cleaning

HAVE A PLAN TO KEEP THE HOUSE CLEAN

It is easy to keep a house clean if you make a plan for all the cleaning jobs. Some jobs need to be done every day, and some need to be done only once a week. Other cleaning jobs need to be done only once a month or once in awhile.

Do not try to do too many "special" jobs on the same day. Learn to do each cleaning job the right way. Try out little tricks to make it easier for you. Next time you make beds or wash windows or polish floors, see if you can save some time and effort. When you find the most comfortable way to do a job - and still do it right - then that is the best way for you.

Collect all the cleaning supplies and tools you will need for each job. Then keep them handy at the place you are working. Carry your cleaning supplies in a basket with a handle. You can also put them in a child's wagon or any cart you can roll to the place where you work. If you do this you won't have to run back and forth to get soap or polish or a pail or sponge.

Keep windows open so rooms can air while you are working.

DO THESE JOBS EVERY DAY

In the kitchen, wash the dishes after every meal. Wipe off tables, counters, drainboards and chairs with a sponge dipped into sudsy water. After washing be sure to rinse and dry everything.

Wash off the stove top and trays. When the oven or broiler is cool, wash off any spilled food before it has a chance to dry.

Empty the garbage can and line it with a clean paper bag.

Scrub the sink with cleanser and hot water.

Sweep or damp-mop the floor.

In the bathroom, put used towels and washcloths in the laundry. Set out clean towels and washcloths for everyone in the family.

Empty the waste baskets.

Wash the basin, bathtub, shower and toilet with hot soap or detergent suds. Use cleanser, if needed.

In the bedrooms, air the beds and then make them up. Change the waterproof pads on children's beds, if necessary.

Put clothes away in closets or drawers. Put dirty clothes in the laundry.

Dust the furniture and window sills.

In the living room, tidy up. Throw away papers, empty the ash trays and waste basket.

Dry mop or vacuum the floors.

Dust and/or polish the furniture and dust the window sills.

In the dining room, use a carpet sweeper or vacuum to get the crumbs from under and around the table. If the floor is bare, use a slightly damp mop.

Dust the furniture and window sills.

DO THESE JOBS EVERY WEEK

In the kitchen, defrost and wash the refrigerator inside and out. Do this the day before you do your weekly grocery shopping.

Give the stove a thorough washing, inside and outside.

Scrub the floor with hot sudsy water and hot rinse water.

Wax the floor if it is the kind that needs a wax finish.

In the bathroom, use toilet bowl cleaner, then scrub the toilet bowl with the toilet brush and hot sudsy water.

Wash the mirror.

Make sure there is enough soap in each soap dish.

Scrub the floor and wax it if it is the kind that needs a wax finish.

Launder the bath mat and bathroom rug.

In the bedrooms, open the closet doors so the clothes can air out.

Put clean sheets and pillow cases on the beds. Change or wash the mattress cover or waterproof pads if they are soiled.

Vacuum floors, or use a slightly damp mop to pick up the dust.

Dust the furniture, light fixtures, lamps and small things in the room.

In the living room, dust upholstery with a vacuum brush or with a whisk broom.

Sweep or vacuum the carpet or rug. Move the furniture so you can clean underneath and get into the corners.

Shake small rugs outdoors where the dust won't come back in through the windows.

Use a slightly damp mop to dust bare floors.

Use a sponge or cloth squeezed out of sudsy water to wipe fingerprints from walls, woodwork and light switches.

Dust the furniture, light fixtures, lamps, books and small things.

In the dining room, dust any upholstery with a vacuum brush or with a whisk broom. If chairs are covered with plastic, wipe them with a sponge or cloth squeezed out of sudsy water.

Sweep or vacuum the carpet or rug.

Use a lightly dampened dust mop or damp mop to dust bare floors.

Use a sponge or cloth squeezed out of sudsy water to wipe fingerprints from walls, woodwork and light switches.

Dust the furniture, light fixtures, any open shelves and ornamental china, glassware or silver.

DO THESE JOBS EVERY MONTH OR SO

Special jobs will fit into your plan if you do one or two rooms every week.

In the kitchen, take the stove apart and wash it thoroughly. Be sure to wash inside the oven, broiler and any storage drawers.

Wash the shelves and cabinets where you keep dishes and groceries. When the shelves and doors are thoroughly dry, you can put clean paper or plastic shelf lining paper in them.

Dust the walls, woodwork and the ceiling. Use a vacuum brush or a clean cloth tied over a soft mop.

Use a sponge or cloth dipped into sudsy water to wash off spots or fingerprints. Wash all the woodwork and walls when they begin to look dirty all over.

Wash the windows and curtains.

In the bathroom, empty the medicine cabinet and wash it. Throw away old medicines and empty bottles and tubes.

Wipe the walls around the tub, basin and the toilet with a sponge or cloth squeezed out of hot sudsy water. Rinse and wipe them clean.

Wash the woodwork and the clothes hamper.

Wash the window, the window curtain and the shower curtain.

Wash the light fixtures and light bulbs.

In the bedrooms, dust the walls, woodwork and the ceiling. Use a vacuum brush or a clean cloth tied over a soft mop.

Use a sponge or cloth dipped into sudsy water to wash off spots or fingermarks. Wash all the woodwork and walls when they get dirty.

Turn the mattresses crosswise. Dust the bedsprings with a vacuum cleaner or a brush. Turn them around and put them back in place.

Dust the mattresses on all sides with a vacuum cleaner or a brush. Turn them around and put them back in place.

Empty the closets. Wash the closet walls, shelves and the floors. While they are drying, dust off the hangers and any bags or boxes.

Look over the clothes and throw away or give away anything that won't be used again. Then put everything back in the clean closets.

Wash, rinse and dry the furniture. When the wood is thoroughly dry put on new wax or polish.

Wash the light fixtures, bulbs and the lampshades.

Wash the windows, curtains and bedspreads.

In the living room, use a vacuum brush or a clean cloth tied over a soft mop to dust the walls, woodwork and the ceiling.

Use a sponge or cloth dipped into sudsy water to wash off spots or fingermarks. Wash all the woodwork and walls when they begin to look dirty all over.

Wash, rinse and dry the furniture. When the wood is thoroughly dry put wax or polish on it.

Wash the light fixtures, bulbs and the lampshades.

Wash the windows, curtains and any washable draperies or slipcovers.

In the dining room, dust the walls, woodwork and the ceiling. Use a vacuum brush or a clean cloth tied over a soft mop.

Use a sponge or cloth dipped into sudsy water to wash off spots or fingermarks. Wash all the woodwork and walls when they begin to look dirty all over.

Wash, rinse and dry the furniture. When the wood is thoroughly dry put on new wax or polish.

Empty and wash out any cabinets where dishes are kept.

Wash and polish any china, glass, silver or brass ornaments.

Wash the light fixtures, bulbs and lampshades.

Wash the windows, curtains and any washable draperies or slipcovers.

LITTLE KNOWN CLEANING TRICKS FOR ALL AROUND THE HOUSE

1. Leather upholstery needs special care to keep it from drying and cracking. A damp sponge (soft water) and some saddle soap are recommended for the occasional necessary washing. Your husband may have saddle soap for his favorite boots. After washing, apply a leather cream.

2. Marble needs special care to stay lustrous and pretty. Try this: Wrap half a lemon in a soft cloth. Dip into warm soft water, then into borax. Rub the marble surface with it, dry and buff.

3. Grease spots on upholstery should be attacked as soon as possible. Try rubbing cornmeal into the spot. Let it stand overnight, then vacuum away the cornmeal the next morning.

4. Lampshades eventually need cleaning. Fill your laundry tub with warm, soapy soft water. Dunk shades in and out quickly then rinse in cold soft water. Dry quickly with an electric fan or hair dryer. Some trimmings may be damaged, but can be replaced for much less than you'd spend for a new lampshade.

5. Fireplaces sometimes smoke, leaving the brick stained. The best way to clean the brick is by scrubbing with a trisodium phosphate solution. Use a stiff brush. Rinse thoroughly. (Be sure to protect the floor around the fireplace.) Stone fireplaces should be brushed with a mixture of pumice stone (1/2 pound) and household ammonia (1/2 cup). Let stand 30 minutes and scrub off with warm soft water.

6. Dirty electric bulbs give off 20% less light than new ones. Wash them! First disconnect the lamp. Then wipe the bulb carefully with a cloth wrung out in warm suds. (Be sure the bulb is cool and don't get water on the metal base of the bulb).

Bathroom

The bathroom must be kept clean and sanitary. Clean bathrooms help to keep sickness from spreading from one member of the family to another.

A clean bathroom does not give off an unpleasant smell and does not attract roaches or other vermin.

A bathroom cannot be kept clean unless it starts out clean. Here is a list of jobs to do when you clean the bathroom thoroughly. Begin at the top of the list and go to the next job. Do the jobs in order until the whole list is finished.

1. Wash the walls and woodwork.
2. Take the shower curtain down. If you wash the shower curtain in the bathtub, do that next.
3. Scrub the bathtub and any stall shower.
4. Wash the medicine cabinet and mirror.
5. Scrub the sink.
6. Wash the toilet.
7. Wash the clothes hamper, wastebasket, chair or stool and other furnishings.
8. Wipe off towel rods and bars.
9. Wash the floor.
10. Wash the shower curtain if you wash it by machine.
11. Hang up clear towels and a clean rug or mat. Set out new bars of soap if they are needed.

After the bathroom is thoroughly clean, wash the bathtub, sink and toilet every day. Also mop the floor every day or every other day.

HOW TO WASH A SHOWER CURTAIN

MATERIALS: stiff brush
clean cloths for drying
water conditioner
soap or detergent

TO WASH BY HAND: Run enough warm water in the bathtub to cover the curtain. Put in soap or detergent and swish up lots of suds.

Wet the curtains. Then spread it against the side of the tub and scrub it with a brush and suds. Turn the curtain over and scrub the other side. Wash the curtain hooks in the sudsy water.

Let the dirty water out of the tub. Fill the tub with enough warm water to rinse the curtain. Rinse it a second time with clean water. Also rinse the hooks.

TO WASH BY MACHINE: Use warm sudsy water and let the machine run for 3 minutes. If you use an automatic washer, let it spin only about 10 seconds. If you use a wringer washer, lift the curtain out of the sudsy water. Do not use the wringer.

Let the machine run only 2 or 3 minutes for rinsing in warm water. Let an automatic washer spin only long enough to drain out the rinse water.

Wash the curtain hooks in warm sudsy water and warm rinse water.

TO DRY THE CURTAIN: Put the curtain back in place on the shower rod to drip dry. Make sure the bottom edge of the curtain is inside the bathtub. Spread the curtain out while it finishes drying.

The curtain can be spread over a clothesline to dry.

SPECIAL TIPS: If there is heavy scum on the curtain, add 1/2 cup of water conditioner to the sudsy water in the bathtub or in the washing machine.

Wash plastic window curtains the same way that you wash plastic shower curtains.

HOW TO CLEAN THE BATHTUB, STALL SHOWER AND SINK

MATERIALS:
- a sponge or cloth
- a cloth for drying
- a spatula or ruler
- water or kerosene
- rust remover
- household cleaner, soap or detergent

GET READY TO WASH: Run about 2 inches of hot water in the bottom of the bathtub, stall shower or sink. Add soap or detergent and swish up suds.

Use a sudsy sponge or cloth to scrub the sides, edges and bottom of the bathtub, stall shower or sink. Wash the soap dishes, faucets, handles, drain outlets and shower rod.

Use hot sudsy water to wash the stand under the sink and to wash off all plumbing pipes. To scrub off scum or oil dirt, sprinkle some household cleanser on the sudsy sponge or cloth. If there is scum on chrome-plated faucets put a little water conditioner or kerosene on the sudsy sponge or cloth.

Rinse everything with hot water and wipe all surfaces dry.

SPECIAL TIPS: Wrap a rag around a spatula or ruler, dip into the suds and use it to scrape dirt out of the corners where the tub and sink join the wall or floor.

To remove rust stains from tub or sink, put rust remover on a wet sponge or cloth. Rub hard until the stain is gone and wash the spot with hot sudsy water.

HOW TO CLEAN THE MEDICINE CABINET AND MIRROR

MATERIALS:
- a sponge or cloth for washing
- a sponge or cloth for rinsing
- a cloth for drying
- soap or detergent

GET READY: Run hot water into the bathroom sink. Add soap or detergent and swish up suds.

TO WASH INSIDE: Use a sudsy sponge or cloth to wash the walls inside the cabinets. If you can take the shelves out, wash them in the sink. If the shelves do not come out, wash them on both sides and along the edges.

Use a clean sponge or cloth with hot water to rinse inside the cabinets. Wipe the walls and shelves dry.

TO CLEAN THE CONTENTS: Look over the things you removed from the cabinet. Throw away empty containers such as old medicines and anything which probably won't be used again.

Wipe off all the containers with a damp cloth and then with a dry cloth. Put them back in place.

TO WASH THE OUTSIDE: Wipe the outside of the cabinet and the mirror with a sudsy sponge or cloth. Rinse and wipe dry. Polish the mirror by rubbing with a dry cloth.

HOW TO CLEAN THE TOILET

MATERIALS: a pail
a toilet bowl brush
toilet bowl cleaner
a sponge or cloth
soap or detergent

GET READY TO WASH: Put hot water in a pail. Add soap or detergent and swish up suds.

TO WASH THE TOILET BOWL: Lift up the seat and put soap or detergent into the bowl. Use the brush to swab the inside clean. Be sure to scrub hard under the rim at the top of the bowl.

Let the suds stay in the bowl while you wash the outside. Dip a sponge or cloth into the pail of hot sudsy water. Use this to wash the tops and sides of the toilet tank.

Use the sponge or cloth and the hot sudsy water to wash off the toilet seat cover and both sides of the seat. Wash the rim, the outside of the bowl and the stand the same way.

Use the hot water to rinse off all parts of the toilet. Flush the suds from the bowl. If there is still some discoloration or lime deposit, shake in 1/3 cup of toilet bowl cleaner. Let this stand for about 10 minutes. Swab out the bowl with the brush and flush the toilet.

SPECIAL TIPS: Always use hot soap or detergent suds to wash the sponge, cloth and brush you use to clean the toilet. Rinse and let them dry before you put them away. Never use the toilet sponge, cloth and brush on anything else.

HOW TO WASH THE CLOTHES HAMPER AND OTHER FURNISHINGS

MATERIALS:
- a pail for sudsy water
- a pail for rinse water
- a sponge or cloth for washing
- cloths for drying
- a sponge or cloth for rinsing
- a soft brush
- soap or detergent

TO GET READY: Put warm water in both pails. Add soap or detergent to one pail and swish up lots of suds.

THE CLOTHES HAMPER: Wash it, inside and outside, with a sponge or cloth wrung out of sudsy water. If the hamper is made of wicker, scrub it with a soft brush. Rinse the hamper with a sponge or cloth wrung out of clean water. Wipe it dry.

Leave the hamper open until it dries out. Once in awhile, place it outdoors with the cover open so it can air in the sunshine.

THE WASTE BASKET: Empty the wastebasket. Wash it, inside and outside, with a sponge or cloth wrung out of sudsy water. Rinse the basket with a sponge or cloth wrung out of clean water. Wipe it dry and line it with a paper bag to keep it clean inside.

THE STOOL OR CHAIR: Wash the entire frame including the underside and the legs with a sponge or cloth wrung out of sudsy water. Rinse the piece with a sponge or cloth wrung out of clean water. Wipe the stool or chair with a dry cloth.

CABINETS, COUNTERS AND SHELVES: Empty the drawers and dust inside them. Wash them out with a sudsy sponge or cloth. Rinse them with a clean damp cloth and wipe dry.

Let the drawers air out. Line them with clean paper or plastic and put their contents back.

Wash, rinse and dry counter tops and open shelves.

HOW TO CLEAN THE BATHROOM FLOOR

MATERIALS:
- a pail for sudsy water
- a pail for rinse water
- a sponge mop or string mop
- a vacuum cleaner or a broom and dust pan
- household cleanser
- soap or detergent
- self-polishing wax and applicator

GET READY TO WASH: Move out the rug or mat, the clothes hamper, waste basket and other movable furnishings.

Vacuum or sweep the floor.

Put hot water in both pails. Add soap or detergent to one pail and swish up suds. (Some special floor and wall cleaners will make little or no suds, but still do a good cleaning job.)

TO WASH UNGLAZED CERAMIC TILE: Start from the wall furthest from the door. Mop the floor with the sudsy water but do not let the water run all over. Use household cleanser on a scrub brush to get rid of special stains and black marks.

Rinse the mop in clean water and squeeze it out. Start again at the wall farthest from the door and mop the floor again to wipe up the dirty suds and extra water.

Let the floor get dry before walking on it or putting back the hamper and other furnishings.

TO WASH ASPHALT, LINOLEUM, RUBBER, VINYL AND VINYL ASBESTOS TILE: These floors are washed the same way as explained above.

TO WAX THE FLOOR: Wait until the floor is dry to wax it. Start at the wall furthest from the door and pour on small pools of wax about one foot apart. Spread a thin coat of wax by pulling the applicator through the pools until the whole floor has been covered. Pull the applicator in one direction only. Do not scrub the applicator back and forth.

Let the wax dry for 30 minutes before walking on it or putting back the hamper and other furnishings.

SPECIAL TIPS: Before mopping the whole floor it is a good idea to scrub out the corners and cracks where the bathtub, sink and toilet meet the floor. Do this with a pointed scrub brush dipped into sudsy water.

HOW TO CLEAN GLASS

MATERIALS:
- clean cloths for washing, drying and shining
- newspaper or paper towels
- vinegar, ammonia, soap or detergent
- stepladder, step-stool or sturdy chair
- bucket of warm water
- whiskbroom or brush

GET READY FOR THE JOB: Mix 1/2 cup vinegar or 1/3 cup ammonia in 1 gallon of water. (You may use some soap or detergent instead of vinegar or ammonia.) Put some paper on a chair. Set the bucket of water on the paper. Put it near the glass you will be cleaning.

TO DO THE JOB: Brush window frames and sills to remove any loose dirt. Wash top window panes first with a wet cloth. Wash each pane from the top to the bottom. Rub the panes dry with a cloth or paper towel. Wipe and dry the window sills. You may want to wax the sills. Clean mirrors and the glass on pictures the same way you do window glass.

HOW TO WASH WALLS AND WOODWORK

MATERIALS:
- a pail of sudsy water
- a pail for rinse water
- a scrub brush
- sturdy ladder with shelf
- sponge or cloth for rinsing
- a cloth for drying
- a washrag
- household cleaner
- water conditioner
- soap or detergent

GET READY TO WASH: Add soap or detergent to one pail and swish up a lot of suds. Some special floor and wall cleaners make little or no suds but still do a good cleaning job.

Wind a washrag (or a clean strip of old cloth) around your wrist and use a rubber

band to keep it on. This can catch all the dripping water while you work.

TO WASH WALLS AND WOODWORK: Start at the bottom and work up to the ceiling. Use thick suds on a scrub brush or sponge to wash as far as you can reach without stretching. If heavy scum has settled on the wall, sprinkle some household cleaner or water conditioner on a brush and use it to scrub the wall.

If the wall is made of tile, dip a toothbrush into the suds. Use the toothbrush to scrub the lines of cement between the tiles. After rinsing, polish the tile by rubbing it with a dry cloth.

When this first part of the wall looks clean, rinse it with a clean damp cloth or sponge. Wipe it dry and wash the next section in the same way. Keep on going until the whole job is done. Don't forget the walls over the bathtub and inside of the stall shower.

SPECIAL TIPS: Only clean water and sponges or cloths can do a clean job.

Be sure the suds "stand up" in the wash pail. As soon as the water becomes dirty, throw it out. Start again with clean sudsy water. Change the sudsy and rinse waters as often as necessary. This is very important so you will not smear the dirt around.

Kitchen

Modern kitchens are beautiful to behold and the labor-saving appliances are a joy to use. However, keeping everything clean and in working order can be just plain hard work. Try some of these ideas to reduce the upkeep time.

1. Glass oven doors aren't very pretty when they're dirty. Moisten a cloth in hot soft water, dip it in baking soda, and rub gently. Avoid steel wool and abrasive scouring powders.

2. Melted plastic is a modern-day hazard. When a plastic container has been placed to near the heat and melted, cover the remains with nail polish remover to soften it. Rub the melted portion gently with steel wool to take off the residue.

3. Stained aluminum utensils can be made pretty again by boiling them in a solution of 2 tablespoons of vinegar and 1 quart of water.

4. Chromium-plated surfaces such as toasters and waffle irons can be polished with a dry cloth sprinkled with baking soda.

5. Brass and copper can be polished this way if you run out of commercial polish: Use equal parts of flour and salt mixed into a stiff paste with vinegar. Smear it on, let dry and finish by washing off.

6. Oven racks and barbecue grills are easily cleaned by filling a laundry tub with hot soft water, adding soda or dishwashing detergent and soaking for an hour or more. Use a stiff brush or steel wool to finish the job.

7. Ovens are a mess to clean. Try sprinkling household ammonia over burned residue before you go to bed. Close the oven door and let it stand until morning. Wash clean with a damp rag.

8. Refrigerator interiors are best washed with a quart of warm soft water to which a tablespoon of baking soda has been added. After washing, dry all surfaces throughout. Avoid abrasives of any kind. You can also dry the interior with a hair dryer.

9. Dishwashing, whether by hand or with an automatic dishwasher, calls for soft water. Hard water leaves spots and streaks on plates, glasses and silverware. Soft water reduces the amount of soap or detergent you need, then lets dishes air-dry (the best way) without spotting. Bacteria cannot collect and multiply if your dishes do not have hard-water film. If you have a severe problem with iron in your water ask your plumber for a product called Jet. It removes iron stains like magic.

PRELIMINARY CLEANING ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Collecting properly, the trash, ash trays, partially filled glasses, pitchers and ice buckets	a, b, c, d	easy
2.	Replace bulbs (when necessary)	a, b, c, d	easy
3.	Replace soiled linens	a, b, c, d	moderately difficult
4.	Deposit soiled linens in designated place	a, b, c, d	easy
5.	Awareness of safety procedures (electricity or broken glass)	a, b, c, d	moderately difficult
6.	Ability to use vacuum	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... CARRY BAGGAGE

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Knowledge of procedures	a, c, d	easy
2.	Knowledge of locations (in hotel or motel) O.J.T.	b, d	moderately difficult
3.	Physical strength and coordination	d	moderately difficult
4.	Awareness of safety	a, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

D. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

ROOM CHECK ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Knowledge of building and locations within building (Ability to take guest where ever he needs to go or get where he needs to go himself)	c, d, e	moderately difficult

NUMBER: Order of sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... LOCATING ROOMS

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to recognize room damage	a, b, c, e	difficult
2.	Ability to identify missing items	b, c, d, e	difficult
3.	How to enter a room	a, b, c, d	easy
4.	How to report damage or missing items	a, b, c, d, e	easy
5.	How to handle "lost and found" items	a, b, c, d, e	moderately difficult

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NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

BATHROOM CLEANING ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Use of cleaning and sanitizing supplies	a, b, c, d	moderately difficult
2.	Use of methods prescribed by employer and/or manufacturers of supplies	a, b, c, d	moderately difficult

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NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... BEDMAKING

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Use method of bedmaking required by employer	a, b, c, d	moderately difficult

NUMBER: Order of sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

CLEANING ROOMS ..... SKILLS FRAME

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to distinguish colors										
2. Ability to recognize cotton, polyester, permanent press, wool and nylon										
3. Ability to sort clothes into whites, heavily soiled, white & colorfast, delicate and special items										
4. Ability to measure correctly										
5. Ability to operate washing machine										
6. Understand the importance of soap										
7. Understand the importance of fabric softener										
8. Ability to use bleach correctly										
9. Ability to choose correct water temperature										
10. Ability to operate clothes dryer										
11. Ability to judge clothes for dryness										
12. Ability to hang clothes on hangers correctly										
13. Ability to fold clothes correctly										

FLOOR CARE

TASKS

- Sweeping
- Mopping
- Stripping wax
- Apply'ng wax
- Buffing
- Vacuum carpet
- Shampoo carpet

SKILLS

- Reading labels
- Follow directions in use of machines
- Ability to use broom correctly
- Ability to use mop correctly
- Ability to rinse floor and mop correctly
- Ability to apply stripping agent
- Ability to apply wax correctly
- Ability to use buffer
- Ability to use vacuum
- Ability to use shampooer

READING

Directions for equipment use
Floor care labels
Instructions for specific care of floors (tile, wood)
Names
Addresses

WRITING

Names
Addresses
Special instructions

ORAL LANGUAGE

Use of telephone
Understand directions
Speak politely to customers

MATHEMATICS

Liquid and dry measurements
Tell time
Count money
Full and empty
Off and on
Fractions

SPELLING

Names
Addresses
Words pertinent to floor care

VOCABULARY

abrasive	cleanser	glides	solution
accumulated	container	linoleum	spatula
alkali	detergent	manually	sprinkle
ammonia	electric	mineral spirits	vacuum
asbestos	excess	naphtha	ventilated
buff	felt	resilient	vinegar
casters	fluid	shampoo	vinyl

General Care

A home looks well-cared for when the floors are attractive. Floors get the hardest wear and the most dirt of any part of the house; therefore, their care is a constant problem.

Many houses are built on concrete slab, others over crawl space. The slab or underlayment can be covered with smooth floorings such as asphalt tile or sheet vinyl, hardwood or with carpets.

There are three types of flooring materials - hard, resilient and soft. Hard flooring materials are concrete, terrazzo, marble, ceramic tile, quarry tile, terra cotta, floor and paving brick, slate, flagstone, bluestone and wood. Resilient flooring materials are asphalt tiles, vinyl-asbestos tiles, linoleum, vinyl sheets and tiles, vinyl-cork and rubber tiles. Soft floorings are rugs and carpets.

Each of these types require special care. To keep each type in good condition and attractive, we need to know how to care for them properly. Modern tools and cleaning supplies are needed to make the job easier, faster and successful.

First, find out what cleaning supplies are required for each type of flooring material you have in your home. Except for the poured types of vinyl, unsealed concrete, glazed tile, hardwood floors finished with a synthetic varnish that gives a high gloss finish, some type of wax is recommended to protect and preserve the finish of hard or resilient floor coverings.

It is important to choose the right wax for a specific type of floor. There are two basic types - solvent based or polishing wax and water-based.

SOLVENT-BASED WAX

The solvent-based wax has a chemical, generally petroleum naptha, in which the wax is suspended or mixed. It may be purchased in paste or liquid form. Both require polishing to bring up the shine. Because the solvent acts like a dry-cleaning fluid, it cleans the floor as it waxes. The only difference between the paste and liquid form is the amount of solvent. Liquid polishing wax is easier to apply and cleans better. This type of wax can be used on all types of floors except asphalt tile. The solvent in this wax may dissolve the binder in asphalt tile, causing the surface to soften and bleed the colors. Solvent-based waxes are especially recommended for wood, cork and inlaid linoleum.

WATER-BASED WAX

Water-based waxes are usually labeled "self-polishing". There are two types of water-based liquid waxes - those that dry to a hard, bright film and may be labeled "non-scuff" and those that are rebuffable. The label will state which is which. Some of the rebuffable waxes will dry to a shine, others to a dull finish. The gloss may be obtained or restored between applications by buffing.

Read the label carefully before purchasing the wax to be certain it was manufactured for use on the type of floor covering you plan to wax. Remember that water-based wax should be applied to a washed floor. Water-based wax is the only wax to use on asphalt tile. It should not be used on wood or cork

floors which are unsealed or on which the finish is worn. It may be used on all other hard or resilient types except those mentioned above.

RUG CLEANERS

Rugs and wall-to-wall carpet require occasional home cleaning in addition to daily care.

The two general types of rug cleaners are powdered and liquid. The powdered types are generally flour (refined sawdust) moistened with a dry cleaning fluid like naphtha. The liquid type is usually a concentrated detergent which is mixed with water. The powdered types may be used on all types of carpets, but do not work too satisfactorily on cotton. The liquid types can be used on most rugs except those which are not colorfast or felt rugs which are made of unwoven pressed wool. Liquid rug cleaners may not work too well on long-looped pile cotton rugs.

Remember neither powdered nor liquid types or rug cleaners are intended to take the place of the professional rug cleaner. They will, however, brighten the colors by removing grease and dirt from the rug fibers.

CLEANING SUPPLIES FOR SPOT REMOVAL

- Wax remover
- 00 steel wool
- Mild abrasive cleanser
- Liquid detergent
- Mineral spirits or naphtha
- Dry cleaning fluid
- Buffing pads of lamb's wool, felt or nylon

TOOLS FOR FLOOR CARE

- Sponge or string-type mop with a long handle
- Long-handled wax applicator
- Vacuum cleaner with floor brush attachment
- Electric polisher or electric floor polisher which will also scrub floor and clean rugs (This may be rented.)
- Dry mop
- Dust pan

CARE OF HARD AND RESILIENT FLOORING

● DAILY CARE:

Sweep hard and resilient floor coverings using a soft floor brushing or dry mop. Do not use an oily mop on waxed floors because oil dulls and softens the wax finish and dust clings to it. Surface dirt and soil may also be removed by a vacuum.

Damp mop as needed to remove spillage or dirty tracks, using cool clear water. Have the mop wrung out so that it will be only wet enough to slide easily across the wax. Don't bear down or use a scrubbing motion. Let the floor dry without wiping.

CLEANING AND WAXING FLOORS

●USING A LIQUID SOLVENT-BASED WAX:

Sweep or vacuum floors to pick up loose surface dirt. Wipe up sticky spots with a damp mop or cloth. This type of wax is recommended for wood, cork and inlaid linoleum floors.

If using an electric floor polisher, place pads under the brushes or special attachment, or use a long-handled wax applicator.

Place a small amount of wax on the floor either by pouring, spraying or allowing it to flow from a dispenser. When applying wax keep six to twelve inches away from walls, appliances, etc., to prevent wax build-up in non traffic areas.

If using an electric floor polisher, start the polisher. If you are using a manual wax applicator, start spreading the wax evenly, adding more as needed. The cleaning wax will loosen the dirt which will be picked up by the pad, leaving a thin, even film of wax on the floor.

When the wax is dry, buff with polishing brush or nylon pad as directed in the instruction booklet that comes with your electric floor polisher. After polishing, for a higher shine, go over the floor with a clean, disposable felt, lamb's wool or nylon pad.

●USING A WATER-BASED WAX:

Sweep or vacuum the floor. Scrub the floor and rinse it. Be sure to rinse because all cleaning solutions are alkaline and if this residue remains on the floor, it mixes with the water-based wax and may cause streaks and smears. It will also detract from the shine and affect the water repellency of the wax.

After the floor is dry apply buffable water-base wax manually - pouring, flowing from liquid dispenser or spraying. Spread with manual or electric polisher and allow to dry twenty minutes. Remember to keep six to twelve inches away from the wall to prevent wax build-up in non traffic areas.

Polish with the machine to a high shine. Shine may be restored between waxings by buffing.

Remember that water-base wax is the only kind recommended for asphalt tile floors. It is ideal for vinyl and stone floors also. If you use a manual applicator and do not have an electric floor polisher, select self-polishing wax that is not designed to be buffed.

●USING A PASTE WAX:

Spread a small amount of wax on a brush or pad (steel wool, nylon mesh, disposable felt or others).

Operate electric polisher slowly back and forth on the floor until wax is spread evenly in a very thin coat. Continue to apply and spread the wax until the entire floor has been covered.

After the wax has dried use a clean brush or pad on the electric polisher to buff the floor. To clean a brush used to apply wax, operate the floor polisher a minute or two on another floor. Nylon pads may be reversed for buffing.

You may wish to apply a second or third coat to the floor. Several thin coats of wax is much better than one thick one.

Remember, the more you polish the brighter the shine and the less likely people will slip and fall. Do not use this wax on asphalt tile. Paste wax is especially desirable for wood floors.

OCCASIONAL CARE OF WAXED FLOORS

If you use a water-based polishing wax that requires buffing or a solvent based wax, use your polisher often between waxings to bring back the shine.

If you use a solvent-based wax or paste wax, rewax the worn traffic lanes when needed. These areas can be waxed without doing the entire floor. When buffed, the newly waxed areas will blend perfectly.

REMOVING STAINS FROM WAXED FLOORS

- Black marks caused by heels, etc. - use a solvent-based or polishing wax on any floor except asphalt. If necessary, remove with a fine steel wool pad dipped in the wax. Rebuff. On asphalt tile use a water-based wax.

Stains caused by coffee, alcoholic beverages, fruit juice, ink, iodine, mercurochrome, mustard or catsup - rub with fine steel wool dipped in floor cleaner or wax remover recommended for your type of flooring. If the stain remains on vinyl, linoleum or asphalt tile, wet with a solution of bleaching agent diluted 1 to 1 with water and let stand for 5 to 10 minutes. Rinse well and wax with the type recommended for your floor.

Stains caused by tar, asphalt, grease, oil, candle wax or chewing gum - on vinyl, linoleum, asphalt tile or wood floors, remove the excess with a putty knife or a suitable tool, rub with fine steel wool dipped in a recommended floor cleaner or wax remover. Rinse, let dry and rewax. If this doesn't remove the stain, repeat the procedure, sprinkling the area with a mild household abrasive cleaner such as Bon Ami. Rinse well, let dry and rewax.

Stains caused by alkali (lye), drain cleaners - on vinyl or asphalt tile floors wash with recommended cleaner or wax remover, rinse, dry and rewax. On inlaid linoleum use the same treatment for vinyl but also apply a solution of vinegar and let stand for several minutes. Rinse, let dry and rewax.

Stains caused by paint, varnish, solvents, shoe polish or nail polish - on vinyl, linoleum, asphalt tile and wood floors mop the area immediately. Scrub the area with a fine steel wool dipped in floor cleaner or wax remover that is recommended for the type of flooring. Rinse well, dry and rewax. If the liquid has dried to a solid, scrape off the excess with a putty knife or similar tool and then proceed as directed above. If this doesn't remove the stain, try sprinkling a mild abrasive cleanser on the spot and rubbing with fine steel wool dipped in wax remover. Rinse well, dry and rewax.

REMOVING ACCUMULATED WAX

It is a good idea to clean the floor thoroughly two or three times a year by removing all the accumulated wax and then rewaxing.

For wood floors use a wax base preparation made especially for this purpose, following the directions on the container. Rewax the floor immediately.

For inlaid linoleum floors that have been waxed with a solvent-based wax, proceed as for wood floors.

For vinyl, asbestos floors and other hard surfaces or resilient floorings that have b-en waxed with a water-based wax, use a commercial wax remover recommended for the type of floor. Follow the directions on the container. Rewax the floors. These commercial wax removers are mixed with hot water; therefore, they should not be used on wood floors. A solution can be prepared at home which will be less expensive than the commercial types. Use one gallon of warm water, add one cup of mild detergent and six tablespoons of household ammonia. Damp mop only, rinse thoroughly and rewax.

USE OF CASTERS AND GLIDERS

Resilient flooring materials are subject to some indention; therefore, it is advisable to protect your floors by taking precautions.

Remove small diameter bottoms from legs of chairs and other furniture and replace with non-staining metal or non-staining plastic gliders having flat bearing surfaces not less than one square inch in area.

Provide glass or non-staining plastic cups with flat under-surfaces not less than two inches square for legs of heavy furniture such as tables, chests, desks and pianos.

Use non-staining rubber or plastic cups on legs of chrome furniture.

CARE OF SOFT FLOORINGS

● DAILY CARE:

Remove surface dirt from rugs and carpets with a carpet sweeper or vacuum cleaner. Sweep under all furniture, moving if necessary, so dust will not accumulate underneath.

● OCCASIONAL CARE:

Vacuum thoroughly to remove all surface dirt. Sprinkle the dry cleaner onto rugs or put the liquid cleaner on the rug, either by hand, from a dispenser or tank.

With the rug cleaning attachment or applicators in place on the polisher, work the cleaner into the rug. Follow the rug cleaner manufacturer's directions for using and removing both the dry cleaner or the rug shampoo.

Remember, in using liquid cleaners to be careful not to soak the rug. If possible, dispense liquid rug cleaner slowly to achieve a "dry" foam. To hasten drying, keep room well ventilated. An electric fan will be helpful. Also remember to shampoo a small area about one square yard at a time. Be sure the brushes are clean.

JOB TASK ..... SWEEPING TILE FLOOR

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to hold broom properly	a, c, d	easy
2.	Ability to use correct strokes	a, c, d	easy
3.	Ability to sweep corners	b, c, d	moderately difficult
4.	Ability to sweep under furniture	b, c, d	moderately difficult
5.	Ability to sweep normal places	b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

MOPPING TILE FLOOR ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to hold mop properly	a, b, d	easy
2.	Ability to know when to rinse mop	a, b, c, d	moderately difficult
3.	Ability to wring mop	a, b, c, d	moderately difficult
4.	Ability to use proper strokes	a, b, d	moderately difficult

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NUMBER: Order or sequence

SKILL: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... STRIPPING TILE FLOOR

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to mix stripper solution	b, c, d	difficult
2.	Ability to remove scuff marks	b, c, d	difficult
3.	Ability to know amount of water to use on floor	a, c, d	easy
4.	Ability to rinse floor properly	a, b, c, d	moderately difficult
5.	Ability to hold mop properly	a, c, d	easy
6.	Ability to use rinse bucket correctly	a, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

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WAXING TILE FLOOR ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to wax evenly	a, c, d	easy
2.	Ability to use proper strokes	a, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

SPOT REMOVAL FOR RUGS AND CARPETS

Treat stains on rugs and carpets as quickly as possible. Always test on an inconspicuous area of the rug. Work from the edge of the spot toward the center with a clean cloth, using minimum amount of cleaner. After treating the spot, use a comb or brush to raise the pile and lay it in the right direction.

Removal of bloodstains - sponge with cold water. If the spot remains, follow by sponging with a solution using 1/4 cup of salt in 1 pint of water. Rinse with clear, cold water; blot and allow to dry.

Removal of baby and pet accidents - sponge spot with clear water, blot all excess liquid. Make a solution of 1 tablespoon of detergent and 2 tablespoons of white vinegar in a pint of lukewarm water. Work this solution well into the pile and let stand for a few minutes. Using a sponge, rinse as small an area as possible with warm water, blot area, repeat treatment until discoloration is gone.

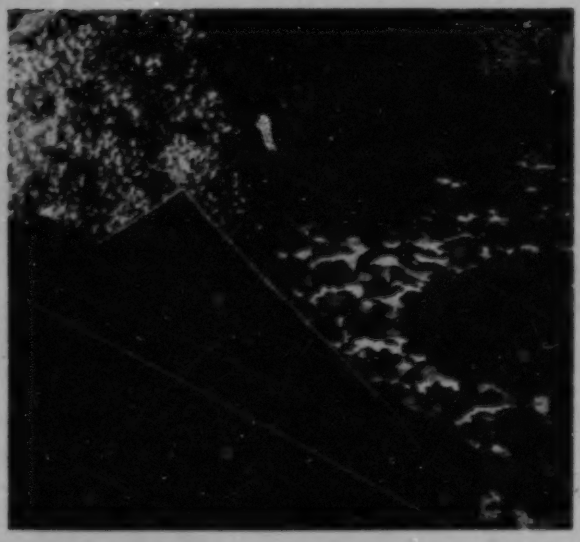
Removal of chewing gum, ball-point ink, dry coffee and tea stains - sponge spot with non-flammable cleaning fluid and allow to penetrate for a few minutes. Continue working at the spot with cleaning fluid until it disappears. If coffee stains do not disappear, apply a solution of glycerine and water.

Removal of fruit juices - blot up liquid immediately with a damp cloth. Sponge several times with clean, clear water. If spot remains, sponge lightly with a solution of 1 tablespoon of ammonia or baking soda in 1 quart of water to neutralize acid. Sponge again with a cloth wrung out in clear water.

Removal of milk and milk products - sponge with a detergent solution, then with clear water.

Removal of oily and greasy stains - scrape off as much as possible with a spatula. Place a clean white blotter over the stained area and move a warm iron, at lowest temperature, over it in a regular motion. Apply cleaning fluid and sponge with a clean cloth.

Removal of sugar and starch foods - wipe spot with a cloth or sponge wrung out in clean water.



Professional Care

The professional rug, carpet and upholstery cleaner represents a combination of knowledge, experience and skill. He is equipped and prepared to service and maintain all types of floor coverings.

This involves the removal of spots and stains; complete repair services such as replacing missing tufts, resewing a torn fringe, binding or repairing a cigarette burn; installation of carpet; taking up carpet; cutting it to proper size and re-installing it in a new location; dyeing rugs and carpets; insured storage of rugs and carpets; and the expert cleaning of rugs and carpets both in the plant and in the home.

The professional cleaner is able to expertly maintain and service both domestic and imported floor coverings such as fine Orientals. He is also able to perform his services on all types of fibers whether they are the latest man-made synthetics or natural fibers such as cotton and wool.

Because of his knowledge, experience, and skill, the professional rug and carpet cleaner can be an invaluable consultant in the selection of new and used carpeting. As an expert in service and maintenance, he can provide guidelines to consider when making your decision to buy.

PLANT CLEANING

The cleaning of rugs and carpets in the professional rug cleaning plant is recognized as the most thorough and effective method available. Plant cleaning involves specially designed equipment which removes embedded and greasy soils which cannot be removed by home cleaning. Regular use of this professional cleaning service will extend the floor covering's life of usefulness as well as restore its original brightness. Wear life is extended by the complete removal of embedded soil. The color and brightness are restored by the removal of greasy soil.

You can only appreciate the full beauty and effect of your rug when it is thoroughly cleaned. Much time and effort are given to just the right color selection, but your careful selection can only be an asset to your home when this color remains free of soil. Regular professional cleaning will keep your rug looking bright, fresh and like new. Such maintenance will enable you and your family to enjoy the color you originally selected.

HOME OR BUSINESS CLEANING

Wall-to-wall carpeting is usually cleaned on the premises. However, if it is to be taken up and reinstalled in a new location, plant cleaning is generally recommended.

To watch a professional carpet cleaner work, one would think it is an easy operation that could be done by anyone. However, as in any skilled profession, the look of ease comes from experience, know-how and education.

The on-location cleaning method and procedure to be used will be determined by the professional cleaner. His decision will be based on the depth and type of soil, construction of the carpeting and time period which the carpeting can be

put out of service. As the skilled professional cleans many types of carpet in the course of his business, he will use the procedure and equipment yielding the best results.

The first step is pile brushing, similar to the dusting operation in a plant. The pile brush loosens soil and erects the pile. A high powered vacuum, with much greater suction power than those found in the home, is used to remove sand and grit.

Next, either the dry cleaning or wet shampooing method will be used. Experienced operators shampooing a carpet know the correct amount and type of detergent solution which can be applied for maximum cleaning without allowing the back of the carpet to become wet. This is the main reason the homemaker is discouraged from cleaning her own carpet. Too much solution can cause over wetting, resulting in unsightly brown stains. Too little solution can cause poor cleaning.

The dry cleaning method cleans by absorption. It is worked into the carpet with a specially designed machine. The powder and soil are then vacuumed from the rug. The equipment and materials used by the professional are designed to perform a safe and thorough cleaning. The National Institute of Rug Cleaning advises homemakers to let a professional shampoo their carpets.

WHAT TO EXPECT FROM CARPETING

● SHEDDING OR FLUFFING:

The first time a new carpet is vacuumed, the vacuum bag will probably contain a lot of fiber. This is normal and is to be expected. Loose fibers are being removed which were not tightly held in the yarn, along with short fibers not removed during manufacture. The amount of fiber removed will decrease with each vacuuming and finally stop. The shedding will continue depending on the type and frequency of vacuuming as well as the construction of the carpeting. This loose fiber may reappear briefly after professional cleaning.

● SPROUTS:

Sprouts, or loose ends, may extend above the rest of the pile. Do not pull them out, but clip them off even with the pile surface. To blend with the rest of the pile, smooth the area gently with your fingers.

● STATIC ELECTRICITY:

During periods of low humidity or in home or office buildings where moisture is removed from the air by heating units or air conditioning, a shock may be felt after walking across the carpet and touching a metal object. This is caused by static electricity. The friction between feet and carpeting produces electricity which is transferred when touching metal. This annoyance can be eliminated by either increasing the moisture in the air, or by applying an anti-static material. A humidifier or water in vases will sometimes correct the situation. Consult your professional cleaner for his recommendation on your particular problem with static electricity.

● CARPET BEETLES AND MOTHS

Most carpeting is now permanently mothproofed at the carpet mills and synthetic fibers are not susceptible to either beetles or moths unless food has been spilled. Check the label or call the retailer to find out if the carpeting has been treated. If not, extra care should be taken during regular vacuuming.

Make certain to vacuum along the edges and under furniture. Remove all food stains promptly. If the rug or carpet is not permanently mothproofed, never roll and store it without first having it cleaned and treated. This service can be done by your professional rug cleaner who has storage facilities where rugs will be protected from carpet beetles and moths. He can also treat wall-to-wall carpets in the home to prevent this damage.

● PILLING:

Sometimes little balls of fiber may form on carpeting. They look like spiders and are called "pills". They are long fibers which have one end anchored tightly in the pile, while the other end has worked loose. The loose ends of many fibers then become tangled. Pilling will be found on many different types of carpeting. On some types the pills are broken off and picked up by the vacuum, while other fibers may be so strong that they cannot be easily broken. The pill may be either pulled off or pulled up and the fibers cut loose. Your professional rug cleaner has specially designed equipment to correct this.

● FADING:

As is true of all dyed textiles, rugs and carpets will fade in time when exposed to direct sunlight. Some gases found in the air will also produce color changes. When a dye change has taken place professional cleaning will not restore it. However, loose rugs can be redyed by the professional rug cleaner. In many cases, he can tint wall-to-wall carpeting in the home. A dingy or dull appearance should not be confused with a dye loss as it is usually caused by soil which can be removed by professional cleaning.

● SHRINKAGE:

Since only a few qualities of soft floor coverings are guaranteed against rug shrinkage, dimensional changes should be expected during cleaning. Your skilled professional takes every step economically feasible to minimize this inherent characteristic.

In spinning and weaving, fibers and fabrics must be kept under tension by the manufacturer for proper functioning of the looms. Stretching occurs during this operation; fibers and fabrics remain in this state until moisture causes them to relax.

The amount of shrinkage which can be expected will depend upon the construction of the rug and the fibers used in the backing. The density of the face fibers will also have a bearing on the amount of shrinkage - the denser the face fiber, the less shrinkage. However, the type of face fiber has no relation to the amount of shrinkage.

Shrinkage can also take place in the home due to the absorption of moisture from the air by the rug's backing yarns, or during on-location cleaning if the carpet was improperly installed.

● PILE DISTORTION - WHY THE TEXTURE CHANGES

Foot traffic, which causes the majority of soil, also produces a physical change on the face yarns. This physical change on the carpet's face yarns begins immediately as pointed out in a report by the American Carpet Institute's Technical Committee which states: "Changes of appearance due to change of texture without significant fiber loss takes place from the start of (rug or carpet) service."

This means that a change in the surface appearance will take place when the carpeting is subjected to use. Compare areas protected by furniture with adjacent use areas, such as, immediately in front of couches and chairs. It is a normal occurrence to be expected and may be in the form of either pile crushing, fuzzing, or "blooming" (untwisting or opening of the yarn) of the tufts. The fiber used in the face yarns, pile density and the amount of traffic over the carpeting will determine the type and amount of distortion.

● INDENTATIONS:

Indentations develop when furniture stands in one position for long periods of time. When the furniture is removed, indentations remain. Sometimes this can be remedied by rubbing over the depressed fibers with the edge of a coin or gently moistening the area with steam from an iron, followed by brushing. After too long a period, even professional cleaning may not be effective in removing this indented, crushed appearance.

● SHADING:

After some carpeting has been in service, lighter or darker areas may appear. Whether they are light or dark will depend on the direction in which they are seen. This is a natural condition which develops on some carpeting and can be seen more readily on plain colors and uniform surfaces. It is a result of the change in direction of face yarns due to pressure from footsteps and faulty vacuuming techniques. Once shading starts, little can be done to prevent its continuation. After vacuuming, it may help to brush the pile in the direction of its original lay. In some cases, professional cleaning may correct the condition, but this is usually a temporary measure. You might also consider changing the position of the rug in the room so that the shaded area will be hidden under the sofa.

STAIN REMOVAL ON CARPETING AND RUGS

Many different fibers are used in carpeting, each having individual characteristics, such as the amount of liquid they will absorb and the types of dye which will stain them. Therefore, where stain removal from one fiber may be successful, on another it may be impossible. All spots and stains cannot be removed. The three factors most influential are the fiber, material spilled and the person who will clean it.

The time to remove a stain is as soon as it occurs. This is why you play such an important part. The longer the stain remains, the more permanent it becomes. If a stain is left too long, it is often impossible for even a professional to remove.

When a spill occurs, immediately absorb as much liquid as possible by blotting with tissues, paper towels, sponge or other clean absorbent material. If you have any doubts, call a professional rug cleaner for advice on the spot. He is most interested in telling you how to handle problem stains. If the correct method is used, it could mean that the professional may have trouble trying to undo damage done in the home. A few stains require a special reagent and/or techniques to be used only by the professional rug cleaner. He is willing and wants to help you as he knows many stains become set with time, causing a permanently stained area.

In many cases, the rug owner works on a stain and it appears to be removed; however, soil present on the carpeting will tend to obscure a stain, and as it darkens with age, the carpet is gradually becoming more soiled. When the rug is cleaned and the soil removed, that forgotten stain becomes quite apparent.

But you do not have to feel that the rug is a total loss as it may be redyed by your professional cleaner.

To prevent permanent staining, follow these basic rules for spot removal:

1. Blot up spills immediately, using a clean white absorbent material.

2. Always pre-test spotting formula on an inconspicuous area of carpeting. Place a few drops of the formula on each color, hold a white tissue against the area and count to ten. Examine tissue for dye transfer and the area tested to see what effect the formula had on the carpeting. If dye has bled or the area appears changed, call your professional cleaner for advice.

3. Do not over-wet. Work with small amounts of formula and blot. Problems result from using large amounts of cleaner. Blot, do not rub or brush. Excessive agitation may result in unsightly distortion.

4. Work from outer edge toward the center of the stain.

5. Have patience while you work. Some stains respond more slowly to cleaning than others.

6. After thorough blotting, the final step is to place a 1/2 inch layer of clean, white absorbent material over the damp area, weighting it down. Allow six hours for the spot to dry.

7. Haphazard attempts at spot removal may result in indelible stains or permanent pile distortion. If in doubt, seek the advice of a professional rug cleaner. A few minutes on the telephone may prevent a stain or damage to your carpeting.

LAUNDRY WORKER

TASKS

- Domestic help
- Helper
  - Commercial laundry
  - Hospital laundry
  - Nursing home laundry

SKILLS

- Sorting clothes
- Removing stains
- Using laundry products
- Ironing clothes
- Care of the steam iron
- Folding and storing sheets
- Job task list, home laundry
- Rules for laundry workers
- Job opportunities in laundry
- Job task list, commercial laundry helper
- Pre-Post Test, Laundry
- Home laundry skills and time frame

READING

Letters of the alphabet

WRITING

Letters of the alphabet
Numbers and weights

ORAL LANGUAGE

None

SPELLING

None

MATHEMATICS

Copy numbers
Counting to twenty-five
Full cup, half cup
Record laundry by number
Assemble laundry by number
Read a scale
Estimate size of wrapping paper
Concepts up to 200
Weights
Count and write up to 1,000

VOCABULARY

automatic
blanket
bleach
body
brush
button
caution
clothes
coat
collar
cuffs
damp
department
detergent
dissolve
distribution
drier
dry
dye
extractor
feed
flat (work)
fluff
fold
floor-pedal
handkerchief
inspector
invoice
iron (er)
jacket
laundry
load
lot number
machine
mangle
net
package
pajamas
pants
paper cutter
pillowcase
press (er)
pressing machine
quality
quilt
reject
rinse
route
sewing
shake
sheet
shirt
sleeve
sort
stack
starch
stain
steam
supervisor
sweater
vat
wearing apparel
wrap
wring (er)
yoke

Basic Steps

1. Sort clothes carefully into proper categories.
2. Pre-treat clothes where necessary.
3. Select proper water temperature.
4. Use the right amount and kind of washing products; soap or detergent, bleach, fabric softener, etc.
5. Use the correct amount of washing action and rinse all items thoroughly.
6. Select the proper drying cycle and time. Follow them all, step by step, and your laundered clothes will be cleaner, whiter, brighter and will last longer.
7. Specific facts concerning the use of the automatic washer and dryer are found in the manufacturer's manuals.

Sorting

The following are some suggested groups into which garments may be sorted.

1. White nylon, dacron (polyester) and delicate orlon (acrylic) are in a group by themselves since they absorb colors if washed with colored garments. They require a lower water temperature and a shorted washing period than regular white cotton or linen.

2. Minimum care cottons and linens, washable silks, rayons, acetates, colored synthetics and blends may be grouped since they need a low temperature and a short washing period.

3. White and colorfast pastels of regular cotton and linen may be grouped since they need protection from colored fabrics and need a higher temperature than other types of fabrics.

4. Colorfast dark-colored cottons and linens should be in a separate group since they pick up lint if washed with fabrics of white or pastel colors.

5. Heavily soiled garments, such as work clothes, need to be in a special group since they require a longer washing period than less heavily soiled garments. They may cause other garments to become dirty if washed with them.

6. Nonfast colored garments need to be washed and rinsed alone to prevent their coloring other garments.

7. Wool garments need to be washed and rinsed separately with no agitation or wringing.

SORTING CLOTHES

OBJECTIVE: To learn to sort clothes and choose the correct load of clothes for the washing machine.

MATERIALS: Laundry equipment
Laundry supplies, detergent, bleach, etc.
Different types of clothing; white, colored, delicate washable and heavy duty work clothes

PROCEDURE: Sorting clothes is a basic activity in laundry work.
Review work habits.
Have a plan for your work.
Discuss why it is necessary to sort clothes before washing.

Garments need to be sorted to separate fabrics which might injure each other and to group those which need similar treatment. They are grouped depending upon their fiber content, fabric finish, the color of the garments, the sturdiness or delicacy of the fabric and on the amount of soil.

Since fiber content labeling is required by law, you will be able to use this information if you have kept the labels which came with your ready-made garments and the records from the fabric content and washability of fabrics purchased to make your own clothing. Most labels provide manufacturers' recommendations for fabric care and these will be useful when sorting and washing.

Terms to remember:

Preshrunk
Vat dyed
Hand washable
Machine washable

These will help you to understand how garments may behave in laundering and how to sort them. For example, if a colored garment is labeled to indicate color fastness, it may be grouped with garments of similar fabrics and colors. If it is not so labeled and if it has not been laundered before, it must be washed alone to discover whether it is color-fast or it will bleed (lose dye in the water). If it does not bleed you will not need to wash it seperately.

Allow each student to sort clothes from a pile of jumbled clothing.

Stain Remover - There are many different types of stains and each one requires a different or special treatment. Refer to a chart on stain removers.

LAUNDRY PRODUCTS

OBJECTIVE: To learn to use the right amount and kind of washing products such as bleach, soap, fabric softeners, etc.

MATERIALS: Detergents and soaps
Bleach
Fabric conditioners
Starch
Stain removers
Film - "Wash Day Wonders"

PROCEDURE: Discuss the meaning of laundry supplies.

Water - Soft or softened water removes soil more effectively than hard water. The minerals that make water resist the cleansing action of detergents, especially soap, are present in what is called "hard water". Temperature of the water should be controlled when laundering different types of fabrics.

Detergents - Soaps and synthetic detergents are available in all purpose forms for heavy duty washing and in mild forms for washing fine fabrics and lightly soiled garments. All purpose detergents may contain alkaline substances which are injurious to some dyes, wools and silk. Mild cold water soaps are best for wool.

Detergents may be either high sudsing such as Tide, Cheer or Fab, or low sudsing such as Dash, All or Salvo. Soap is always high sudsing. Before selecting a detergent for the kind of water, fabric and washing method to be used, examine several types of detergents and read the manufacturer's label.

The amount of soap or detergent will depend on:

1. The type of product you are using.
2. The amount of water your washing machine holds.
3. The hardness of water.
4. The size of the load.
5. The amount of soil in the clothing.
6. The type of soil in the clothing.
7. The water temperature.

Bleaches - Chlorine is the most generally used bleach in the washing process to keep white clothes from graying. Chlorine is injurious to wool and some resin finishes (wash and wear). It is important to follow directions from the manufacturer.

Fabric Conditioners - A fabric conditioner or softener may be used in the final rinse. This helps make the fabrics soft, pliable and wrinkle free to some extent. A softener also tends to eliminate static electricity from fabric made of synthetic fibers, thus lessening their tendency to cling, ride up or give the wearer a shock.

Starches - Some cotton and linen fabrics may be improved in texture by the use of starch after the final rinse. There are several types of starches - spray, liquid and the crystalline type that dissolves instantly in cold water and the old fashioned powder type that requires cooking.

REMOVING STAINS

OBJECTIVE: To learn to remove stains from fabrics.

Rubber gloves and bowl
Borax
Liquid detergent "Whisk"
Corn starch
Turpentine
Salt
Ammonia
Alcohol

PROCEDURE: There are three general rules about stains:

1. Act immediately.
2. Don't give up too soon.
3. If they don't respond to home measures call for professional care.

Hints to follow to remove stains:

1. Be sure to identify fabric correctly before you start.
2. Make a preliminary test where it will not show, such as on an inside seam.
3. Keep stained side down if possible so the stain can be washed out of the fabric not through it.
4. Always work from outside to center to prevent spreading of the stain.

Demonstrate removing some of the most common stains as:

Blood - soak in cold water
Chewing gum - rub with ice cube, scrape off as much as possible with knife and sponge with alcohol.
Chocolate and cocoa - soak in cold borax water
Grease and oil - sprinkle with corn starch

IRONING

OBJECTIVE: To learn to iron and fold or hang clothing properly.

MATERIALS: Boy's clothing
Iron
Ironing board
Clothes sprinkler
Water

PROCEDURE: Ironing is an art. Wrinkle-free clothes are a part of good grooming. Whether or not you have taken the time to iron or press your shirt and pants, and do a good job of it, can make all the difference in the way you look.

How to Iron Clothes - Have the right equipment. Your ironing board should be steady and it should be high enough so that it comes just below your waistline. Most important of all, it should be well padded so you can do a good job on the seams, the double thickness areas of the garment and any trimming. The padding allows the heavier parts of a garment to sink in giving the finished product a smoother look. Padding also distributes the heat evenly. On top of the padding you need a clean, sturdy cover. Cotton drill cloth, heavy muslin, asbestos, fiberglass or silicone-treated cotton are all good. The last three kinds do not scorch, and are heat-resistant, allowing all the heat to go into the garment and wasting none.

Use a lightweight, yet fairly large iron, if possible. A lightweight iron is easy to lift and push, and a large soleplate (bottom surface) lessens the amount of pushing you have to do. Because you need moisture as well as pressure and heat to get the wrinkles out of most fabrics, steam irons are ideal for most ironing jobs. A steam iron often eliminates the extra job of sprinkling which is necessary when you use a dry iron.

Whether you use a steam iron or a dry iron, you should use one with an automatic temperature control if at all possible. This control allows you to set the iron from cotton and linen, for wool, silk, rayon or synthetics, and the temperature will not exceed the safety mark for that fabric. Of course, you will use your own good judgement in selecting the right temperature for fabrics.

Always use any iron according to the directions that come with it. If you use a steam iron, you may need to use a special filter when filling it with water. Always remember to empty the water from it each time you put it away. Before beginning to iron be sure that the soleplate is clean. If it is not, wash it with a brush or cloth moistened with warm water and soap. If this does not work try salt when the iron is warm.

Use the right amount of moisture. Try not to use any more moisture than is strictly necessary. The more moisture used the hotter the iron will have to be. The only fabrics that should be ironed when dry are pangee, searsucker, and those made of Dynel or any fibers that are marked "drip dry" or "wash and wear". Occasionally, a wash and wear garment needs to be dampened slightly for ironing.

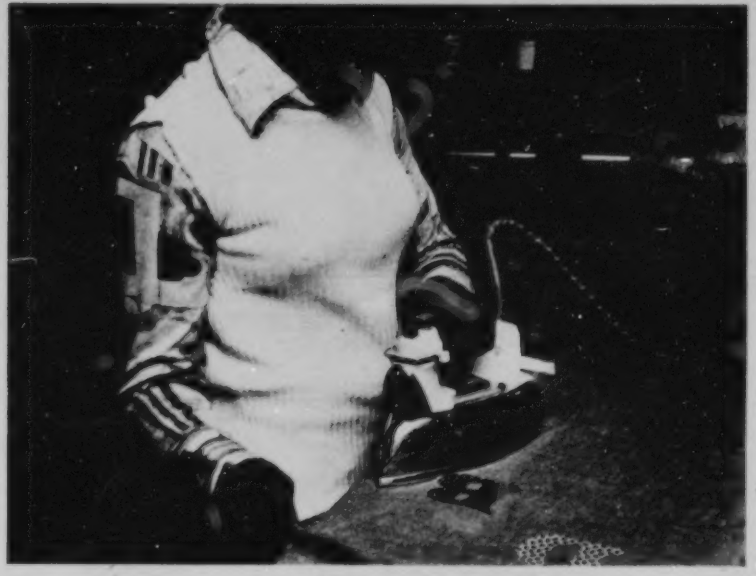
If you use a dry iron some clothes will have to be sprinkled first. A sprinkler top is available at hardware or variety stores for a small price and is easy to use. Roll or fold the garments that have to be sprinkled with warm water. Place the folded garments in a towel or plastic bag until you are ready to begin ironing. If you can't get all your clothes ironed the same day, try to find room in your refrigerator for the remaining sprinkled clothes. This way they will not mildew and you won't have to resprinkle them the next day.

Even if you use a steam iron you may still have to sprinkle some heavy cottons or linens. Starched items, in particular, need to be quite damp for a good ironing job. Some steam irons have a sprinkling device that sprays a fine mist over the garment as you iron with steam. This type of iron is useful for quick ironing jobs and for garments that need to be especially damp.

Iron the clothes on the wrong side if necessary. The heat of an iron can leave irregular shiny marks on some fabrics. For this reason ironing on the wrong side is a must for silk and wool and most synthetics. It is also necessary for dark cottons and linens. If you feel that a garment needs at least some ironing on the right side you can use a press cloth to prevent shiny marks. With heavy cotton, linen or rayon, it is advisable to iron on the wrong side first, then turn to the right side and press lightly when needed.

Glazed chintz and other glazed fabrics, on the other hand, should be pressed on the right side. If you are in doubt about how to proceed with a particular garment consult the tag that came with it. It may have ironing instructions.

Develop your own best ironing system. Mostly, a system or ironing is a matter of common sense. What you are doing, of course, is trying to make the garment look just the way it did when you bought it. Where it has a crease you will try to put it back. Shorts, for instance, usually have front and back creases but none at the sides.

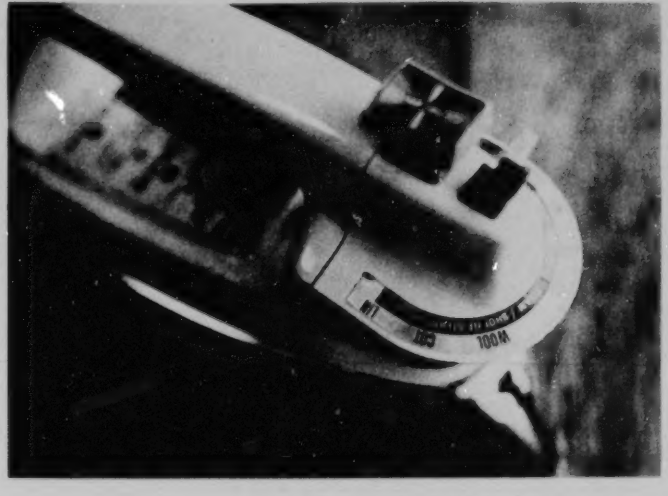


CARE OF THE STEAM IRON

1. Read, follow and keep the manufacturer's instructions for future use.
2. Protect soleplate from scratches - don't iron over pins, etc.
3. Clean soleplate while iron is cool. Use mildest method first - a damp cloth, detergent, scouring powder or soap filled steel wool. Wipe clean. Rub heated iron over wax paper and then on a dry cloth.
4. Know capacity and measure correct amount of water to avoid overfilling and spilling on iron.
5. Disconnect iron from electrical outlet while filling (especially if filling at tap). Keep cord dry.
6. When ironing is completed turn control to "dry" and disconnect cord.
7. Disconnect cord from outlet by the plug, not by the cord.
8. Some manufacturers recommend rinsing out the iron with tap water and draining before storing.
9. Storing should be in the upright position, especially flash types.

CLEANING STEAM IRONS

The following is a recipe for a steam iron cleaning mixture: Mix 1 cup of water and 1 tablespoon water softener and add to the iron. Shake well, set the control at steam and let steam dry. Mix 1 cup water and 1 tablespoon vinegar, pour into iron, shake well and drain. Rinse the iron thoroughly.



FOLDING AND STORING SHEETS

OBJECTIVE: To learn to fold a fitted sheet.

MATERIALS: Standard fitted sheet

PROCEDURE:

1. Start with the sheet inside out, hold the long way. Place a hand in each of the upper corners.
2. Bring fingers in corners together. Turn left corner right side out and fit over right corner.
3. Now you have one corner over the other, as a tailor folds a coat, shoulder to shoulder.
4. Smooth out sheet's edges. Now fit the second set of corners, one into the other.
5. Repeat the same action, turning left doubled corner inside out, and fitting over right doubled corner. Now all four corners are nested neatly into one corner of four thicknesses.
6. Smooth all edges and place sheets on a flat surface. Flatten pocket corner. Now your sheet is ready to fold neatly into any desired size to fit your linen closet.

- AVOID MILDEW - Sheets, washcloths and towels should be completely dry before storing them in a linen closed. Mildew and mold result from letting clothes remain bundled up in a laundry bag or poorly ventilated linen closet before they are dry.

- HANDLE CAREFULLY - Do not use a sheet or pillowcase as a laundry bag; this adds additional strain on the fabric. Avoid leaving sheets whipping on the clothes line during a strong wind. If sheets are frozen do not tear them off the line while they are stiff.

- STORE CAREFULLY - Sheets should be stored flat, in a dry place, such as a linen closet, chest of drawers or any place free of dust and dampness. Keep sheets and towels away from medicines, polishes, disinfectants, etc. Rotate sheets in closet for longer wear.

- LINEN LABELS - Many of the famous brands of sheets have size labels sewn at the lower hem, telling the width of the sheet. In a home with different size beds, these labels are a great convenience in locating the right size in a linen closet without unfolding or disarranging the sheets. On fitted sheets, the most famous brand has the size printed every few inches on the inner binding. This makes it easy to select the sheets from the linen closet or chest.

HOME LAUNDRY ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to distinguish colors	a, e	easy
2.	Ability to recognize the following fabrics a. cotton b. polyester c. permanent press d. wool e. nylon	a, b, c, e	very difficult
3.	Ability to sort clothes into the following groups a. sturdy white b. heavily soiled c. white and colorfast d. delicate e. special items (rugs, etc,)	a, b, c, d	moderately difficult
4.	Ability to measure correctly	a, c	moderately difficult
5.	Ability to operate washing machine	a, b, d	moderately difficult
6.	Understanding the importance of soap	a, c	difficult
7.	Understanding the importance of fabric softener	a, c	difficult
8.	Ability to use bleach correctly	a, c	difficult
9.	Ability to choose the correct water temperature	a, c	difficult
10.	Ability to operate the clothes dryer	a, b, d	moderately difficult
11.	Ability to judge clothes for dryness	a, d	moderately difficult
12.	Ability to hang clothes on hangers correctly	a, d	moderately difficult
13.	Ability to fold clothes correctly	a, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

COMMERCIAL WASHING ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Coordination	d	easy
2.	Dexterity	d	easy
3.	Ability to take oral direction	d	easy
4.	Ability to sort clother	a, b	moderately difficult
5.	Ability to prepare clothes for laundry (remove buttons, belts, close zippers, etc.)	b, c, d	easy
6.	Ability to pretreat stains	a, b	difficult
7.	Ability to read laundry preparation labels	e	difficult
8.	Ability to determine proper detergents, bleach and fabric softeners	a, b, c	difficult
9.	Ability to measure liquids and powders	a, b	moderately difficult
10.	Ability to weight the wash	a, d	moderately difficult
11.	Ability to load washing into machine	c	easy
12.	Ability to select proper water temperature	d	moderately difficult
13.	Ability to select proper wash and spin cycles	b	moderately difficult
14.	Ability to determine when clothes are laundered	b	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

Rules for Workers

1. Get to work on time. If you have to be late for work, for any reason, call and explain why you are late.

2. Stand away from the presses when they are in use.

3. Help keep the floor clean, If hangers, brooms, mops or other articles are left on the floor, pick them up and put them in their proper places.

4. Always do your best on any job you are assigned. Stick to the job.

5. If you are not sure you know how to do the job you are told to do, ask your supervisor or another employee.

6. Never start a machine in the laundry unless you are told by a supervisor or another employee who is in charge.

7. Some of the soaps and washing supplies are poisonous; therefore, don't bother them unless you are told to do so. When you handle these supplies, wash your hands immediately.

8. Use adult behavior. Don't run and play in the laundry. Never throw anything.

9. Don't bother others when they are working. Stay in your work area and do your job.

10. Be friendly, kind and considerate of other workers.

11. Stay at the laundry until you are dismissed by an employee or supervisor.

JOB OPPORTUNITIES

OBJECTIVE: To understand job opportunities in the area of laundry (hand and machine washing and ironing).

MATERIALS: Bulletin board
Laundry equipment
Laundry supplies

PROCEDURE: Discuss and show pictures of jobs available in area.

DOMESTIC WORK - hand ironing and washing

LAUNDRY HELPER - in commercial laundry of hospital or nursing home. Involves sorting, pre-treating, washing, ironing and folding.

DRY CLEANING SHOP - pressing and placing clothes on hangers and covering with bags.

Identify equipment in laundry area.

Discuss arrangement of laundry area and placement of equipment.

Discuss laundry supplies such as detergents, stain removers, water softeners, bleach, etc.

List acceptable work habits to follow in laundry work.

Test

NAME _____ DATE _____

1. The five groups to sort clothing into are:
   (1) sturdy white and color fast
   (2) non-color fast
   (3) heavily soiled
   (4) delicate items
   (5) special articles

   What group should each of the items belong to?

_____ sheets	_____ lace nightgown
_____ sweaters	_____ children's playclothes
_____ slip covers	_____ white shirts
_____ towels	_____ work clothes
_____ red socks	_____ white socks
_____ blanket	_____ lace slip
_____ pillow case	_____ undershirt
_____ overalls	_____ tennis shoes
_____ blue jeans	_____ nylon underwear
_____ lace handkerchief	_____ bright green T shirt

2. Check true or false.

   _____ Hot water gives the best cleaning results?

   _____ When washing clothes in hard water always use soap?

   _____ Add more soap or detergent when washing clothes in hard water?

   _____ When putting clothes in a washing machine be careful not to overload the machine?

   _____ Always wash non-colorfast items in hot water?

3. Define colorfast:

4. What happens when you use soap in hard water?

5. Name three (3) things that can stain clothing.

SKILL FRAME

HOME LAUNDRY

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to clean room adequately										
2. Ability to dust room adequately										
3. Ability to sweep room adequately										
4. Ability to arrange furniture correctly										
5. Ability to make bed properly										
6. Ability to evaluate own work										
7. Ability to work without supervision										

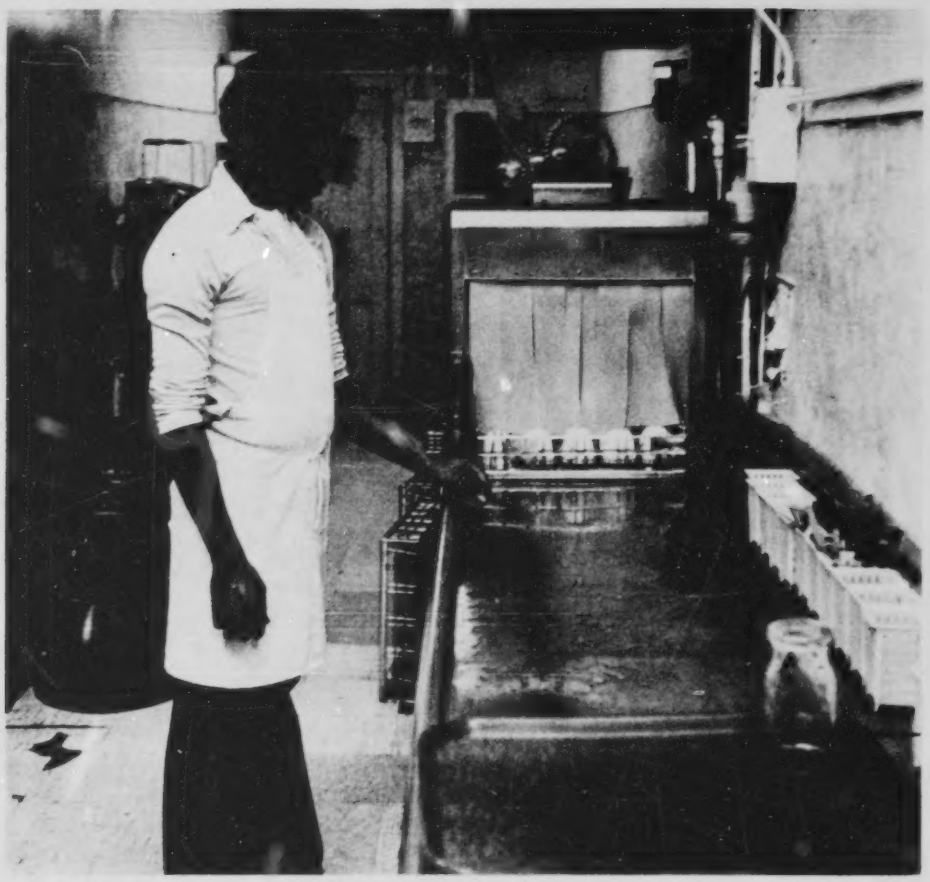
FOOD SERVICE WORKER

TASKS

- Dishwasher
- Cook
- Busboy - Busgirl
- Waiter - Waitress
- Pot washer
- Kitchen helper
- Custodial and maintenance

SKILLS

- Kitchen safety
- Ability to use kitchen appliances
- Care and cleaning of major kitchen appliances
- Cleaning kitchen area
- Liquid and solid kitchen measurements
- Reading and using recipes
- Meal planning
- Table setting
- Table etiquette
- Bussing tables



READING

Names on time card
Days of the week
Streets and addresses
Can labels
Directions for equipment use
Items on menu
Recipes
Waiter's order slip
Inventory sheets
Schedules
Orders from chef

WRITING

Sign name
Mark containers to go out
Mark sandwiches to go out
Order from menu

ORAL LANGUAGE

Understand directions
Speak politely to customers
Suggest items from menu

MATHEMATICS

How to sack
Full and empty
Size
Concepts of one to ten
Tell time
Count to fifty
Read thermometer
Add up sale check
Judgement of small numbers
Pay small bills
Can sizes
Make change
Hours worked
Fractions to eights
Weights and measure
Punch price
Punch price from weight

SPELLING

Names of sandwiches
Own name
Kinds of coffee
Items on menu

VOCABULARY

a-la-carte
a-la-mode
apron
bacon
bake
banquet
batter
beef
beets
boiled
bread
broil
bulk
cabbage
cafeteria
cake
carrots
cart
cash (ier)
catsup
cereal
chef
chip
cleaver
counter
cream (er)
cupboard
daily
dark coffee
dessert
dice
dish towel
dishwater
dough
dozen
drain
eggs
entree
flour
fork
frosting
frozen foods
fry
garbage
grapefruit
grate
grill (ed)
half and half
ingredient
juice (glasses)
kitchen
knife
label
ladle
lemon
light coffee
liquid
lowerator
lukewarm
machine
manners
measure
meat
medium
menu
mixture
mop
muffin
mustard
napkin
ounce
pan rolls
pantry
pastry
peas
peel
perishable
pepper
pie
pint
polish
portion
pot
potatoes
poultry
pound
power
punch
quarter
rack
rare
recipe
refrigerator
relish
rib
rinse
rise
roller
rolls
rubbish

salad
salt
sandwich
sauce (r)
saucepan
scoop
scour
scrambled eggs
scrape
scrub
set-up
shell
shortening
short-order-cook
serve
sieve
sift (er)
simmer
skimmer
slice
soap
soda
spatula
special
spice
spoon
stack
steak
steel-wool
stew
storeroom
substitute
soup
sugar
sundae
sweep
table
ten
temperature
tip
toast
to-go
tray
uniform
utensils
veal
vegetables
waste
waterglass
weigh
well-done
whip
whipped cream
yeast

Kitchen Safety

TO AVOID ELECTRIC SHOCK:

See that electrical cords are in good repair.

Always dry hands before touching electrical equipment.

TO AVOID BURNS:

Turn flame off when removing utensils from range.

Use dry pot holder for lifting hot pots and pans.

Be sure steam equipment is in good working order to avoid burns from leaks.

Have water properly regulated to avoid scalds.

Warn fellow workers of hot pans.

Keep hot pot handles turned toward inside of range away from traffic.

Raise far edge of cover when you remove lid from steaming kettle.

Use tongs to put food into hot fat and to remove cooked food.

TO AVOID CUTS:

Clean up and provide for proper disposal of broken dishes and glasses.

Place soiled knives on drain rather than in sink and wash separately from other utensils.

Return safety head to slicer after each use and cleaning.

Use safety devices on slicers and choppers.

Store knives in the slotted cases provided for them.

Use can openers that are in good repair so they will cut sharply and leave no ragged edges.

Keep fingers away from moving parts.

Keep all cutting utensils well-sharpened.

Discard chipped or cracked dishes, glasses and utensils.

TO AVOID FALLS:

Keep brooms and mops in proper place.

Keep hallways well lighted so that no one will trip.

Use stepladders which are sturdy and in good repair.

Keep halls and stairways free from debris.

Place articles on shelves securely so they will not fall down.

Clean up spilled foods immediately.

Walk - don't run - in food service areas.

TO AVOID FIRES AND EXPLOSIONS:

Report any suspicion of gas leaks to your supervisor.

Keep matches in covered metal containers.

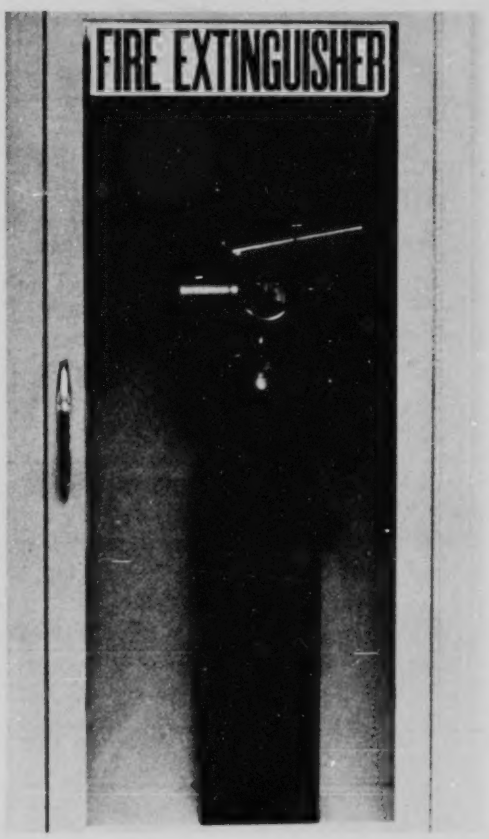
Know where fire extinguishers are and know how to use them.

See that the first aid kit is fully supplied.

Watch hot fat carefully and store cold fat away from flames.

Light matches before turning on gas jets.

Keep kitchen equipment clean to prevent fires caused by an accumulation of grease.



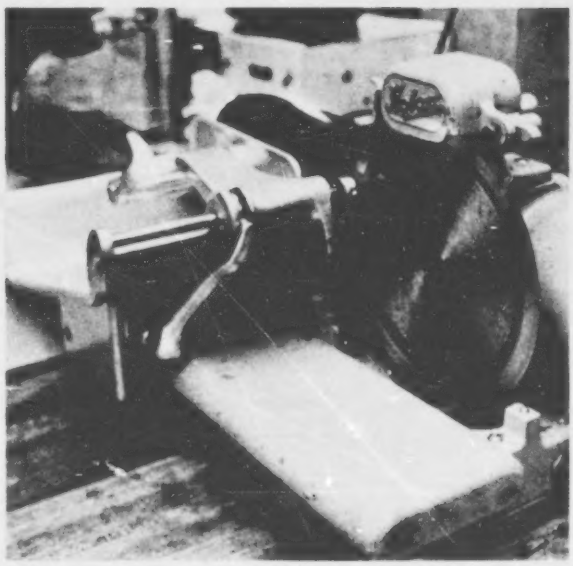
SKILL FRAME ..... KITCHEN SAFETY

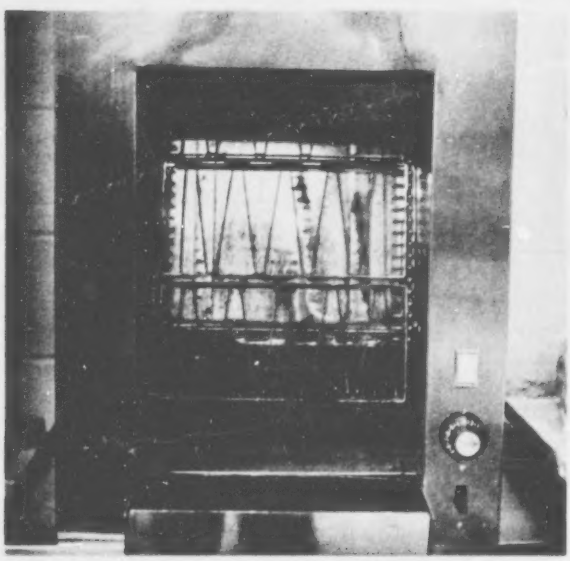
STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Understanding of no horse-play or running in kitchen										
2. Understand how to use electric range										
3. Understand how to use gas range										
4. Keep all knives and sharp objects in safe place										
5. Handle knives and sharp objects correctly										
6. Keep pan handles turned toward inside of stove										
7. Always use hot pads										
8. Understand how to use electric mixer safely										
9. Ability to use electric can opener safely										
10. Ability to use blender safely										
11. Ability to use electric coffee maker safely										

Use Kitchen Appliances

The use of major and small kitchen appliances is taught by the use of the various manufacturer's manuals and by their actual use. The skills required for the operation of the appliances are found in the Job Tasks. The skills are evaluated by means of teacher observations.





JOB TASK ..... REFRIGERATOR

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Opening the refrigerator door	d	easy
2.	Closing the refrigerator door	d	easy
3.	Knowing which foods are kept	a, b, c	moderately difficult
4.	Knowing which foods are kept in the freezer	a, b, c	moderately difficult
5.	Ability to know how long various foods may be kept in a refrigerator	a, b, c,	difficult
6.	Ability to know how long various foods may be kept in a freezer	a, b, c	difficult
7.	Ability to know when foods must be refrigerated	a, b, c	moderately difficult
8.	Ability to know when foods must be frozen	a, b, c	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very Difficult

ELECTRIC RANGE ..... JOB TASK

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to turn on electric oven	d	easy
2.	Ability to select proper temperature for electric oven	a, b, c, d	moderately difficult
3.	Ability to turn on electric range burners	d	easy
4.	Ability to select proper temperature for electric range burners	a, b, c,dd	moderately difficult
5.	Ability to safely remove foods from electric oven	a, b, c, d	moderately difficult
6.	Ability to safely remove foods from electric range burners	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

E. Manipulation - how to do it

F. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... GAS RANGE

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to know when pilot light is off	a	easy
2.	Ability to turn on pilot light	a, b, c, d	moderately difficult
3.	Ability to turn on gas oven	d	easy
4.	Ability to select proper temperature for gas oven	a, b, c, d	moderately difficult
5.	Ability to turn on gas range burners	d	easy
6.	Ability to select proper temperature for gas range burners	a, b, c, d	moderately difficult
7.	Ability to safely remove foods from gas oven	a, b, c, d	moderately difficult
8.	Ability to safely remove foods from gas range burners	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, comment or record

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

DISHWASHER ..... JOB TASK

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to know which dishes may be washed in dishwasher	a	moderately difficult
2.	Ability to scrape dishes prior to loading dishwasher	a, b, c, d,	easy
3.	Ability to load dishes properly into dishwasher	a, b, c, d	moderately difficult
4.	Ability to put soap properly into dishwasher	a, b, c, d	moderately difficult
5.	Ability to hook up dishwasher properly	a, b, c, d	moderately difficult
6.	Ability to select correct cycle for washing	a, b, c, d	difficult
7.	Ability to start dishwasher properly	a, b, c, d	moderately difficult
8.	Ability to unload dishwasher properly	a, b, c, d	easy
9.	Ability to disconnect dishwasher	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... TRASH COMPACTOR

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to put bag into trash compactor	a, b, c, d	moderately difficult
2.	Ability to load trash compactor properly	a, b, c,	easy
3.	Ability to start trash compactor properly	a, b, c, d	easy
4.	Ability to remove bag when trash compactor is full	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

BLENDER ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to select proper foods foods to be blended	a, c	moderately difficult
2.	Ability to know proper size of solid foods to be blended	a, c	difficult
3.	Ability to select proper speed for blending	a, b, c	difficult
4.	Ability to safely use blender	d	easy
5.	Ability to properly empty blender	d	easy
6.	Ability to properly clean blender	a, b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... MIXER

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to select proper foods to be mixed	a, c	moderately difficult
2.	Ability to set mixer bowl on stand	d	easy
3.	Ability to properly insert beaters into mixer	d	easy
4.	Ability to select proper speed for mixer	a, b, c, d	moderately difficult
5.	Ability to start mixer	d	easy
6.	Ability to scrape side of mixer safely	d	easy
7.	Ability to operate mixer safely	d	easy
8.	Ability to disengage beaters	a, b, c, d	easy
9.	Ability to properly clean mixer	a, b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

COFFEE PERCOLATOR ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to measure correct amount of water in percolator	a, c, d	easy
2.	Ability to place stem in proper place	d	easy
3.	Ability to place basket in proper place	d	easy
4.	Ability to measure correct amount of coffee in basket	a, c, d	difficult
5.	Ability to put lid on basket	d	easy
6.	Ability to put lid on pot	d	easy
7.	Ability to operate percolator safely	d	easy
8.	Ability to know when coffee is ready	a	easy
9.	Ability to empty grounds	d	easy
10.	Ability to properly clean percolator	a, b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

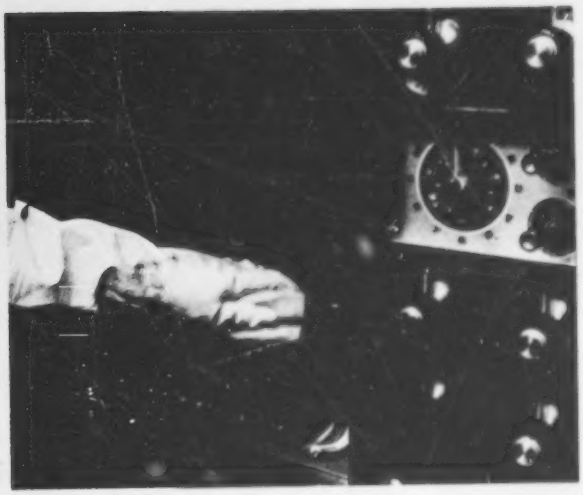
E. Communication - how to say, record or comment

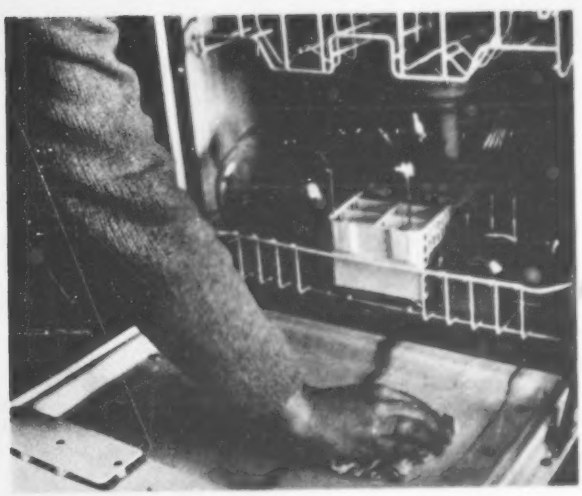
LEARNING DIFFICULTY

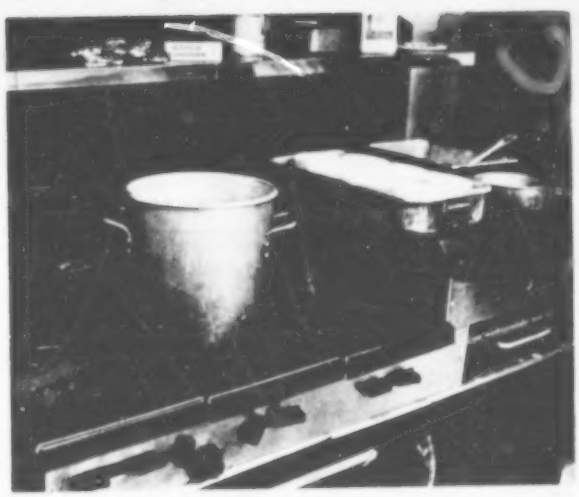
Easy
Moderately difficult
Difficult
Very difficult

Cleaning

The care and cleaning of major kitchen appliances is taught by the use of the manufacturer's manual and by the actual use and cleaning of them. The skills required for the care and cleaning of major appliances are found in Job Tasks.







REFRIGERATOR ..... JOB TASK

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to clean inside of refrigerator	a, b, c, d	easy
2.	Ability to clean outside of refrigerator	a, b, c, d	easy
3.	Ability to remove air grill	d	easy
4.	Ability to remove evaporating tray	a, b, c, d	moderately difficult
5.	Ability to clean evaporating tray	a, d	easy
6.	Ability to replace evaporating tray	d	easy
7.	Ability to replace air grill	d	easy
8.	Ability to vacuum condenser	a, c, d	moderately difficult
9.	Ability to safely remove light bulb	d	easy
10.	Ability to safely replace light bulb	d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... ELECTRIC RANGE

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to clean interior of oven	a, b, c, d	difficult
2.	Ability to clean porcelain enamel of cooktop	a, b, c, d	difficult
3.	Ability to remove surface unit	d	moderately difficult
4.	Ability to clean reflector bowl and trim ring	a, b, c, d	difficult
5.	Ability to clean glass door	a, b, c, d	moderately difficult
6.	Ability to clean control panel	a, b, c, d	moderately difficult

NUMBER: Order of sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Probelm Solving - deciding what to perform

C. Recall - knowing what to do and when to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

GAS RANGE ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to clean interior of oven	a, b, c, d	difficult
2.	Ability to clean porcelain enamel of cooktop	a, b, c, d	difficult
3.	Ability to clean surface burner grates	a, b, c, d	moderately difficult
4.	Ability to clean glass door	a, b, c, d	moderately difficult
5.	Ability to clean control panel	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Probelm Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... DISHWASHER

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to clean exterior of dishwasher	a, b, c, d	easy
2.	Ability to recognize if interior needs cleaning	a	easy
3.	Ability to clean interior of dishwasher	d	moderately difficult
4.	Ability to recognize if dishwasher is cleaning properly	a	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Probelm Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

TRASH COMPACTOR ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to clean exterior of trash compactor	a, b, c, d	easy
2.	Ability to remove drawer of compactor	d	easy
3.	Ability to clean drawer of compactor	a, b, c, d	moderately difficult
4.	Ability to replace drawer of compactor	d	moderately difficult
5.	Ability to remove power ram	d	moderately difficult
6.	Ability to clean power ram	a, b, c, d	moderately difficult
7.	Ability to remove flexible wiper	d	moderately difficult
8.	Ability to clean flexible wiper	a, b, c, d	moderately difficult
9.	Ability to replace flexible wiper	d	moderately difficult
10.	Ability to replace power ram	d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

SKILL FRAME ..... KITCHEN CLEANING

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to sweep floors										
2. Ability to mop floors										
3. Ability to clean counter tops										
4. Ability to keep cabinets neatly arranged										
5. Ability to clean sink area correctly										
6. Ability to clean refrigerator										
7. Ability to clean oven										
8. Ability to use garbage disposal correctly										
9. Ability to clean windows correctly										
10. Ability to clean kitchen fixtures correctly										

Measurements

ABBREVIATIONS COMMONLY USED:

Tbsp. or T.	=	tablespoon
tsp. or t.	=	teaspoon
c.	=	cup
f. g.	=	few grains
°C.	=	degrees Centigrade
°F.	=	degrees Fahrenheit
pt.	=	pint
qt.	=	quart

EQUIVALENT WEIGHTS AND MEASURES:

few grains	=	less than 1/8 teaspoon
dash	=	2 to 3 drops
1 1/2 teaspoons	=	1/2 tablespoon
3 teaspoons	=	1 tablespoon
4 tablespoons	=	1/4 cup
8 tablespoons	=	1/2 cup
12 tablespoons	=	3/4 cup
16 tablespoons	=	1 cup
2 cups	=	1 pint
4 cups	=	1 quart
2 pints	=	1 quart
4 quarts	=	1 gallon
8 quarts	=	1 peck (dry)
4 pecks	=	1 bushel

EQUIVALENT FOOD WEIGHTS AND MEASURES:

16 ounces	=	1 pound
1 pound butter	=	2 cups or 4 sticks
1/2 pound butter	=	1 cup or 2 sticks
1/4 pound butter	=	1/2 cup or 1 stick
1 pound granulated sugar	=	2 1/4 cups
1 pound brown sugar	=	2 1/4 cups (firmly packed)
1 pound confectioners sugar	=	3 1/2 cups sifted
1 square chocolate	=	1 ounce
1 square chocolate	=	3 tablespoons cocoa plus 1 tablespoon shortening
1 large orange juice	=	about 1/2 cup juice
10 miniature marshmallows	=	1 standard size marshmallow
1/4 finely chopped onion	=	1 tablespoon instant minced onion
1 large lemon	=	about 1/4 cup juice

Tools

Measuring is a necessary part of cooking. No recipes or methods, no matter how good they are, will overcome careless habits of measuring. Measurements must be level and exact or results will vary. For accurate measuring always use a set of standard measuring spoons and a standard measuring cup. This is necessary in order to have a successful product, for many recipes have been carefully tested and scientifically worked out. That is why it is VERY IMPORTANT TO MEASURE ACCURATELY. Use just enough and no more!

THERE ARE TWO WAYS TO MEASURE FOR ACCURACY:

By weighing. This method is used when large quantities of food are prepared in bakeries, hospitals, institutions and restaurants.

By using standard measuring cups and spoons. This is the method we use in class and at home for it is more practical.

BE SURE YOU HAVE THE CORRECT MEASURING TOOLS:

A standard measuring cup is an accurate 1/2 pint measure; it is the equivalent to 16 tablespoons and is usually made of glass, aluminum or stainless steel.

A Liquid Measuring Cup has a rim with a pouring lip above the 1 cup line. This cup is used for measurement of liquid ingredients used in preparing foods. Read the measure at eye level. It is marked on one side to read: 1 cup, 3/4 cup, 1/2 cup and 1/4 cup. It is marked on the opposite side to read: 1 cup, 2/3 cup, 1/3 cup.

A Dry Measuring Cup has no rim. The 1 cup line is even with the top. Household dry measures are available in four measures; 1 cup, 1/2 cup, 1/3 cup and 1/4 cup units. They are designed to measure dry ingredients used in preparing foods. The dry ingredients are always leveled with a spatula or straight edge of a knife.

A Set of Measuring Spoons consists of four individual spoons in the following measures: 1 tablespoon, 1 teaspoon, 1/2 teaspoon, 1/4 teaspoon. They are designed to measure ingredients in preparing foods. New on the market is a set of stainless steel measuring spoons with two new measurements - 1/2 tablespoon and 1/8 teaspoon. Measuring spoons are used for measuring less than 1/4 cup of any ingredient.

REMEMBER: Well-made measuring utensils are a real economy.

Hints

Read recipe carefully and plan each step before starting to work. Get your ingredients together first and then collect all utensils needed.

Use standard measuring cups and spoons and learn to measure accurately. Measure dry ingredients first, then liquids and fats, and you will only need one cup or spoon. Use level measurements. A straight-edged knife or spatula should be used for leveling.

Sift flour once before measuring onto a square of waxed paper. Then spoon

the sifted flour lightly into a dry measuring cup, heaping it up. Level with straight edge of knife or spatula. Never shake the flour in the cup before leveling. The reason for sifting flour is to insure accurate measurement. Some flour on the market needs no sifting.

Granulated sugar needs sifting only when it is lumpy. Brown sugar should be firmly packed into a dry measuring cup or measuring spoon just enough to hold its shape. Level off. Spoon sifted confectioners sugar into a dry measuring cup and level. Do not shake the cup before leveling.

To measure a dry ingredient using a teaspoon or tablespoon, dip the measuring spoon into the dry ingredients and level it with straight edge of knife or spatula.

Shortening is measured most accurately if it is at room temperature. Pack firmly into a unit measuring cup and leave no air holes. Level off with spatula or straight edge of knife. If a glass measuring cup is used, the water displacement method is satisfactory for measuring amounts less than 1 cup. If the recipe calls for 1/3 cup shortening, fill the measuring cup 2/3 full of water. Add shortening until the level of water is even with the 1 cup line. Drain off the water before using shortening. In measuring less than 1/4 cup, use a tablespoon.

Butter or margarine may be packed 4 "sticks" to the pound. Each stick measures exactly 1/2 cup.

Cooking Terms

BAKE ..... To cook by dry heat, usually in an oven. When referring to meats this is called roasting.

BARBECUE .... To roast meats slowly on a revolving spit or on a rack over heat, basting frequently with a highly seasoned sauce.

BASTE ..... To moisten food while cooking. This prevents drying and adds flavor.

BEAT ..... To make a mixture smooth by lifting the mixture over and over quickly to incorporate air, using a spoon, whip, rotary beater or electric mixer.

BLANCH ..... (1) To plunge food such as corn, peas, and so forth, into boiling water usually followed by quick cooling in cold water to hold the color and flavor - preparatory to freezing.
(2) To remove the skin from fruits or nuts by placing them in boiling water for 2-3 minutes to loosen their skins so they will peel off easily.

BLEND ..... To combine two or more ingredients thoroughly.

BOIL ..... To cook in a boiling liquid in which bubbles are continuously rising to the surface and breaking.

BRAISE ..... To simmer in a tightly covered utensil on top of the range or in the oven. Meat may sometimes be browned first. In some recipes another liquid is added after the food is browned.

BREAD ..... To cover a food with fine bread or cracker crumbs before cooking.

BROIL ..... To cook directly under a flame or heating unit or to cook over hot coals.

BROWN ..... To bake, broil, fry or toast a food until the surface is brown.

BRUSH ..... To spread food with melted butter, margarine or slightly beaten egg using a small brush or paper.

CARAMELIZE .. To melt sugar over low heat in a skillet while stirring constantly with a wooden spoon until the sugar is a pale brown syrup.

CHILL ..... To place in the refrigerator until cold.

COAT ..... To roll food in seasoned flour, crumbs, sugar, crushed nuts, and so forth, until all sides are evenly coated.

CODDLE ..... To cook such foods as fruit or eggs gently below the boiling point.

COMBINE ..... To mix together, usually by stirring, two or more ingredients.

CREAM ..... To press and mix fat with a spoon or electric mixer until it is soft and creamy. Sugar is usually combined with the fat.

CUBE ..... To cut into small equal squares foods such as toast or cheese.

CUT IN ..... To cut the fat into the flour with two knives or a pastry blender until it is distributed in small particles throughout the mixture.

DEEP FRY .... To cook in fat deep enough to cover the food.

DICE ..... To place over the surface of food small pieces of butter, cheese and so forth.

DREDGE ..... To coat food lightly with a dry ingredient such as seasoned flour or sugar. The food is usually put in a paper sack with the dry ingredients and shaken.

DUST ..... To sprinkle a food lightly with sugar or flour.

FLAKE ..... To break food into small pieces with a fork.

FOLD IN ..... To add a mixture by gently turning contents over and over very slowly without loss of air. Cut down through a batter with a wire whisk or spoon - bring it up on opposite side, turning mixture over. Repeat the process until ingredients are well blended.

FRICASSEE ... To cook by braising; usually applied to chicken in serving-size pieces.

FRY ..... To cook in a small amount of hot fat.

GARNISH ..... To ornament food - usually with another colorful food before serving to add eye appeal.

GRATE ..... To finely divide food in various sizes of bits or shreads, by rubbing it on a grater having sharp projections.

GRILL ..... To broil on a grill.

GRIND ..... To put meats, poultry, nuts, and so forth, through a food grinder to reduce them to very small particles.

JULIENNE .... To cut meats, vegetables, cheeses and so forth into thin lengthwise strips.

KNEAD ..... To work dough with the "heel" of the hands using a pressing motion accompanied by folding and stretching until it becomes smooth and elastic.

MELT ..... To change a solid food to a liquid by heating it.

MINCE ..... To cut or chop food as finely as possible.

MIX ..... To combine ingredients with a stirring motion.

PANBROIL .... To cook,uncovered, in a hot skillet with no fat added. Fat is poured off as it accumulates during cooking.

PANFRY ..... To cook, uncovered, in a hot skillet with a small amount of fat.

PARBOIL ..... To cook food in boiling water until partially done. Another cooking process usually follows.

PARE ..... To cut off the outside skin of some fruits and vegetables.

PEEL ..... To remove or strip off the skin of some fruits and vegetables, or the rind of some fruits.

POACH ..... To simmer food gently in a hot liquid, being careful that food holds its shape.

PUREE ..... To cook food until it is very soft, then put it through a colander, sieve or food mill. Baby foods, soups and sauces are often pureed.

ROAST ..... To cook meat or poultry in an oven by dry heat. Also to cook over or in hot coals.

ROUX ..... To cook flour and butter or margarine together for a few minutes before any liquid is added. The mixture is called a roux.

SAUTE ..... To cook in a heavy hot skillet or griddle using only enough fat or oil to prevent sticking.

SCALD ..... To heat a liquid, such as milk, to the boiling point. Milk is scalded when bubbles gather at the sides of the pan and a thin skin forms over the surface.

SCALLOP .....To arrange food which is usually cut in pieces, in layers in a casserole and combine with a white sauce or liquid and bake. Crumbs are usually sprinkled over the top.

SCORE ..... To cut gashes in outer surface of food before or during cooking. This is sometimes done to pastry and meats.

SEAR ..... To brown the surface of meat at a high temperature for a short time either in a hot skillet or oven. This process seals in the juices and adds flavor.

SEASON ..... To add salt and pepper to food to make it taste better. Spices and herbs are used also.

SHRED ..... To cut with a special shredder or a very sharp knife into long, thin strips. Also, to tear into thin pieces.

SIFT ..... To put dry ingredients such as flour and sugar through a sifter or fine sieve.

SIMMER ..... To cook in a liquid below the boiling point. Bubbles form slowly but the liquid should never boil.

SKEWER ..... To put meat, fish, poultry and vegetables on a long narrow metal or wooden rod so that they hold their shape while cooking. This method of cooking has become very popular. The term also refers to a metal or wooden pin used for fastening meat or poultry while cooking.

SOAK ..... To cover a food with liquid for a period of time before actual preparation.

STEAM ..... To cook food in a double boiler or steamer. Water never comes in contact with the food.

STEEP ..... To extract flavor, color or other qualities from a substance by allowing it to stand in liquid just below the boiling point. Tea is always steeped.

STERILIZE ... To destroy bacteria by intense heat.

STEW .....To cook slowly in a liquid for a long period of time.

STIR ..... To combine ingredients thoroughly, with a circular motion, using a spoon or fork.

TOAST ..... To brown by using direct heat in toaster or oven.

TOSS ..... To mix ingredients together lightly using a fork and spoon.

TRUSS ..... To fasten fowl or meat so that the shape is not lost in cooking.

WHIP ..... To beat rapidly with an egg beater or electric mixer in order to incorporate air to produce expansion. Cream, eggs and gelatin dishes are whipped.

SKILL FRAME ..... FOLLOWING A RECIPE

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY	STUDENT & TIME TO ACQUIRE SKILL									
		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to read										
2. Ability to follow directions										
3. Ability to understand kitchen measurements										
4. Ability to use kitchen measuring equipment										
5. Ability to use electric mixer										
6. Ability to use blender										
7. Ability to use electric can opener										
8. Ability to use electric coffee maker										
9. Ability to use gas range										
10. Ability to use electric range										
11. Understand the term broil										
12. Understand the term grill										
13. Understand the term roast										
14. Understand the term blanch										
15. Understand the term chill										
16. Understand the term chop										
17. Understand the term cut										
18. Understand the term saute										
19. Understand the term beat										
20. Understand the term grate										
21. Understand the term mash										
22. Understand the term peel										

		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
23. Understand the term blend										
24. Understand the term knead										
25. Understand the term sift										
26. Understand the term level off										
27. Understand the term whip										
28. Understand the term fry										

SKILL FRAME ..... SANDWICH FILLINGS

STUDENT & TIME TO ACQUIRE SKILLS

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to follow recipe correctly										
2. Ability to use measuring equipment correctly										
3. Ability to use kitchen equipment safely and carefully										
4. Ability to coordinate types of sandwich fillings with different types of breads										
5. Ability to evaluate finished sandwich fillings										
6. Ability to serve sandwiches correctly										
7. Understand how to store sandwiches correctly and safely										

OPEN FACE SANDWICHES ..... SKILL FRAME

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to follow directions										
2. Ability to cut bread into small fancy shapes										
3. Ability to butter sliced bread with soft butter										
4. Ability to spread filling on buttered bread										
5. Understand the importance of garnishing sandwiches										
6. Ability to garnish sandwiches										
7. Abflity to evaluate finished sandwiches										
8. Understand how to serve sandwiches attractively										
9. Understand how to store sandwiches correctly and safely										

SKILL FRAME ..... SALADS

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Understand that there are different types of salads										
2. Recognize the appetizer salad										
3. Recognize the accompaniment salad										
4. Recognize the main dish salad										
5. Recognize the garniture salad										
6. Recognize the salad bowl salad										
7. Recognize the dessert salad										
8. Recognize the refreshment salad										
9. Understand the importance of salad greens										
10. Recognize iceberg lettuce										
11. Recognize red cabbage										

MUFFINS ..... SKILL FRAME

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to follow recipe										
2. Ability to use measuring equipment correctly										
3. Ability to use kitchen equipment correctly										
4. Ability to use gas oven correctly										
5. Ability to use electric oven correctly										
6. Ability to time muffins correctly										
7. Ability to judge doneness of muffins correctly										
8. Ability to evaluate muffins correctly										

SKILL FRAME ..... SUGAR COOKIES

STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Understand about the different types of cookies										
2. Choose an appropriate cookie										
3. Ability to follow a recipe										
4. Ability to understand measurement										
5. Ability to use measuring equipment in kitchen										
6. Ability to use electric mixer										
7. Ability to tint cookie dough										
8. Ability to roll out cookie dough										
9. Understand how to cut the cookies out										
10. Understand how to conserve the cookie dough										
11. Ability to set the oven										
12. Ability to set the timer										
13. Understand how to check for doneness										
14. Understand why to decorate the cookies										
15. Decorate cookies correctly										
16. Understand how to evaluate the cookies										
17. Understand cookie serving										
18. Understand cookie storage										

PRACTICE GOOD NUTRITION TO LOOK YOUR BEST

Young children always want to be liked. When they grow older they want to be popular as well. Since you are growing up, you may want to be popular too. Popular students are full of life and energy, bubbling over with enthusiasm and are healthy and happy. Sometimes you look at these popular students and ask yourself, "What do they have that I don't have?"

GOOD EATING HABITS COULD BE THE ANSWER

For those of you who want to be more popular - proper rest, exercise and good eating habits are necessary. How you feel is just as important to your general appearance as the dress you wear or the hair style you choose.

Sometimes students cannot be classified as beautiful, but because of their outlook on life they manage to overcome many deficiencies in physical requirements. Beauty comes from within. A happy, well-adjusted student achieves a beauty you cannot find using artificial make-up. She radiates. It shows in her eyes, in her voice and in her daily relationships with others.

ONLY GOOD FOOD HABITS CAN MAKE US FEEL AND LOOK OUR BEST

Do you eat the right kinds of food? If you do you must know about nutrition and the foods the body needs.

ARE YOU UP TO DATE ON NUTRITION?

Nutrition is a science that deals with foods. Scientists in nutrition have made a study of foods to find out how they help our bodies. Their discoveries provide the fundamental knowledge which should guide us in eating the right things. In simple words - good mental knowledge which should guide us in eating the proper foods, at the right time, and in the right amounts is nutrition. All the foods you eat are made up of different kinds of materials or nutrients. Studying nutrition will help you to eat and feel better.

TERMS TO KNOW

- GOOD NUTRITION.. Eating the right foods, at the right time and in the proper amounts.
- DIET..... The meals you eat regularly every day.
- BALANCED DIET... A diet having the correct amounts of all kinds of food necessary for health.
- ENRICHED..... To raise the nutrition level of a food by adding the B vitamins and iron in processing.
- BODY PROCESSES.. All the functions your body performs automatically, such as breathing, digesting food, and so forth.

● FORTIFIED..... To raise the nutritive value of a food by adding vitamins in processing. Vitamin D is added to milk.

Eat food from each group daily.

● DAIRY FOODS: Children..... 3 or 4 glasses of milk
Teenagers..... 4 or more glasses of milk
Adults..... 2 or more glasses of milk

Dairy foods include milk and milk-made products, such as cheese, ice cream, etc.

● MEAT GROUPS:

Two or more servings each day

The meat group includes meat, poultry, fish, eggs or cheese. An alternate would be dry beans, dry peas and/or nuts.

● VEGETABLES AND FRUITS:

Four or more servings each day

Foods included in this group include citrus fruits or tomatoes for Vitamin C, dark green or yellow vegetables for Vitamin A and potatoes or other vegetables or fruits.

● BREADS AND CEREALS:

Four or more servings each day

Enriched and whole grain breads and cereals and macaroni products are included in this group.

Table fats, butter and fortified margarine, are not listed as a separate group in the Daily Food Guide. They are not stressed as a special group, primarily because they are frequently combined with the suggested foods in the Daily Food Guide. Nearly everyone uses some butter or fortified margarine every day, especially on breads and vegetables. Butter and margarine add flavor and eye appeal to a meal.

Meal Planning

We plan our cooking in terms of the daily occasions of eating - breakfast, lunch, supper or dinner, and of course snacks and party refreshments. You should develop the ability to choose a day's diet which is suited nutritionally, is pleasing to the eye and to the taste, and is adapted to your needs.

Preparing food for a meal so that it is all ready at the same time is a problem. Careful planning and preparation must be done. Form good habits to save time, energy and materials. In class you must plan meals according to the time available.

PLAN AND WRITE THE MENU - Plan simple meals and use only tested recipes. Check the suggested menus in your book and you will notice there is a definite form to follow when writing a menu.

Dishes are written on the menu in the order in which they are served.
Names of dishes begin with capital letters.
Balance the menu. If a dish is served alone it is written in the corner of the menu.
When one food accompanies another they are both written on the same line.
Write the salad with the dressing on the same line.
The dessert is written on a separate line.
The beverage is always written on the last line except when punch is served.

MAKE A MARKET LIST - Using your menu, decide on the ingredients needed to prepare the meal. List the ingredients you have and those you need to buy.

PLAN A WORK SCHEDULE-- Provide for a division of responsibility in order to finish in the alloted time.

YOU MUST CONSIDER TIME FOR THE FOLLOWING -

Getting ready - putting on aprons, washing hands, assembling ingredients and collecting utensils.
Preparing and cooking - know your responsibilities.
Eating - using acceptable table manners.
Cleaning up - leaving the kitchen in perfect order
Evaluating the meal - was the meal a success

The health and attitude of members of a family may be affected by the food they eat at mealtime. Mealtime should be a cheerful time, and if it is, it will build a happy home life.

WISE PLANNING

Meals are more interesting if they are planned ahead. Now that you know the foods that are needed for good nutrition it will be easy for you to help plan meals for your family. The Daily Food Guide will help you plan meals that will keep your family in general good health. A daily balanced diet includes some foods from each of the Basic Four Food Groups.

You should decide how much you can afford for food each week. This amount will be set aside in your FOOD BUDGET. Planning a weekly budget is known as "wise planning".

Tentative menus made for a week at a time help balance the diet and the budget. Meals may be light, moderate or heavy, to fit individual needs and still include the essential food nutrients. Low cost foods chosen for nutritive value are much better than expensive food chosen in a hurry. Good, tasty, nourishing food need not be elaborate or expensive.

Meal planning is influenced by:

Individual taste
Season of the year
The budget
Tradition
Geographical location
Nationality

CAREFUL BUYING

Before you go shopping make up a week's menu for all meals including snacks. From these menus make up a marketing list. With a well-planned marketing list is is possible to save time and money.

Watch newspapers for food specials and compare values at several stores. Enter price of items on your list because it will give you an idea of how much you are spending. Read the ads and clip the coupons before going to the store.

Trading stamps are sometimes paid for by the customer with increased food prices. However, they do offer an easy way to save up for merchandise.

There are thousands and thousands of items found in today's large supermarkets. Food labels are a clue to the contents in the packages. Examine food packages carefully. Check the contents of the package for the weight and the number of servings. The labels on packages often give the nutritive values of the contents, recipes and meal plans. On packaged flour, bread, macaroni products, cereals and dairy products read the labels for the words "restored", "enriched" and "fortified".

Take time to look around and become familiar with new products. Try them to compare them with brands you know and use. Many of the foods we find in the grocery store today did not exist ten years ago. Buying food is a real education.

Meat requires particular attention because it is the most expensive item in the family food budget. Know how to select the best quality and the right cut. Learn about the grades of meat to avoid paying high prices for inferior quality. Watch for meat specials which can help you make considerable savings.

Select fresh fruit and vegetables carefully. Buy them often instead of buying large amounts at one time. If fruits and vegetables are kept too long in the refrigerator they will lose some of their fresh flavor. Buy produce in season when the flavor, texture and color are at their best, and when the price is at its best. The skillful shopper looks for specials and does not buy unless checking the quality.

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MENU PLANNING ..... SKILL FRAME

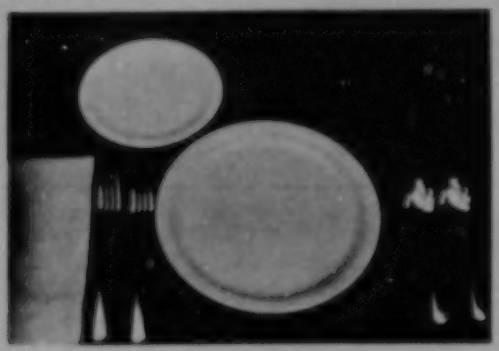
STUDENT & TIME TO ACQUIRE SKILL

BLUE - SATISFACTORY RED - NEEDS IMPROVEMENT GREEN - UNSATISFACTORY		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to divide foods into meats, fruits, vegetables, breads, cereals, milk and milk products										
2. Understanding of number of servings needed from each food group daily										
3. Ability to write menu in correct form										
4. Ability to judge menu for nutrition										
5. Remembering a variety of colors, textures, shapes and differences in temperatures in meal planning										

Table Setting

PLACE SETTING

A place setting includes all the china, glassware, flatware and linen that one person will use for a meal. A place setting is provided for each person at the table.



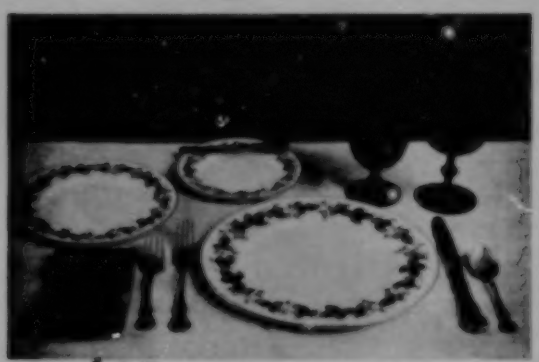
PLACEMENT OF FLATWARE

The number of pieces of flatware for any meal is determined by the type of and variety of foods to be served. Arrange the flatware in the order of its use. As each food is served you should be able to reach out for the piece of flatware farthest from the plate and know that it will be the one you want. The forks, knives and spoons, with the exception of the dessert silver, should have done a gradual disappearing act by the time the table is cleared for dessert.

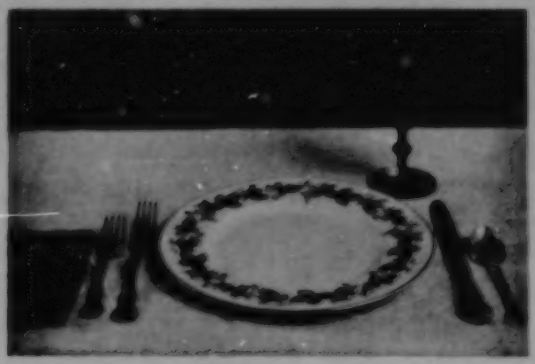
Place the knife at the right of the plate with the sharp edge toward the plate. The spoons are placed to the right of the knives. If more than one spoon is to be used, the first to be used is farthest to the right. When a long-handled spoon is needed for iced tea it is placed at the extreme right. The forks are placed to the left of the plate.

Choose colors of linen and china that go well together. The table cover or place mat serves as a background for the dishes of food. The china should make the food look as tasty as possible.

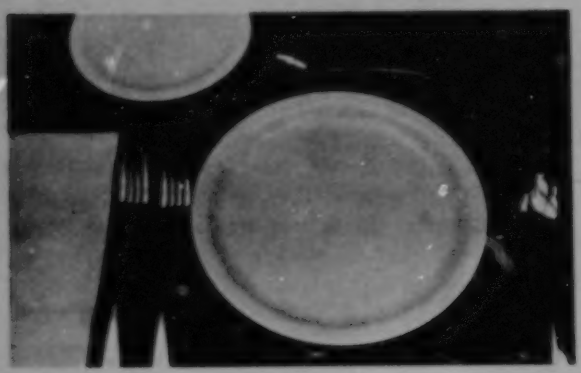
Napkins are placed, neatly folded, at the left of the setting or napkins may be placed on the plates. Simpler foldings are in the best taste. The simple, oblong rectangle is most generally used, but a triangular fold is frequently used for informal settings.



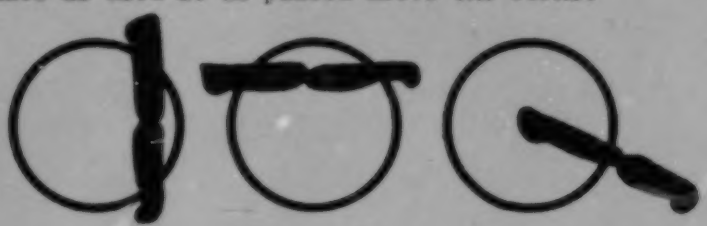
For family meals the dessert fork or spoon may be placed on the table when it is set. If a dessert fork is needed it is placed on the left. If a spoon is needed it is placed to the right of the plate.



Dessert silver may also be placed at the top of the plate. If the dessert spoon or fork are not placed on the table when the table is set, they may be brought in when dessert is served.



For a family meal a bread and butter plate is not used. If a bread and butter plate is used it is placed above the forks.



Napkins, flatware and china should be about one inch (1") from the edge of the table. Goblets go directly above the knife and spoon; other glasses to the right of the goblet. If a salad is served with the main course it is placed to the left of the forks. The bread and butter plates are placed above the forks. Informal settings do not require bread and butter plates.

Table Etiquette

In taking your place at the table, stand behing your chair until your Mother or the hostess is seated. Sit down to the left of your chair. If a gentleman is next to you he will push you up to the table. Otherwise, you handle the chair yourself.

After being seated keep your hands in your lap until it is time to eat.

Sit comfortably erect at the table with your feet on the floor beneath your chair.

Do not play with the silverware on the table.

Wait until your Mother or the hostess has picked up her napkin before placing it on your lap. Fully open the napkin if it is luncheon size and leave a dinner napkin folded in half.

Wipe lips with napkin frequently during the meal.

Do not begin to eat until everyone has been served.

Eat slowly, and chew quietly, with the lips closed.

Elbows are never put on the table while one is eating.

Conversation should be cheerful and interesting to everyone at the table.

Avoid large bites of food and do not try to talk or drink with food in your mouth.

When food that you dislike is served to you, taste it and eat what you can. Never criticize the food that is served.

When drinking water hold the glass near the base and take care not to drink to quickly.

Learn to handle your knife and fork correctly - with ease and assurance.

The knife is used as a cutting tool and as a butter spreader. When used as a cutting tool it is held in the right hand, handle pressed into the palm of the hand, with the index finger extending along the dull edge of the blade. This position gives the necessary pressure for cutting.

When the fork is used as the knife's assistant for cutting it is held in the left hand, tines down, handle pressed into the palm of the hand, with the index finger extending in a straight line down the handle.

It is not proper to cut all the meat on your plate before starting to eat. It should be cut into bite-size pieces as it is eaten.

Keep the knife and fork on the plate when not in use. The bread and butter knife should be left on the bread and butter plate.

No used silver is ever placed on the tablecloth.

Food should be taken from the side of the spoon; never from the tip of the spoon.

When using a soup spoon dip the spoon toward the back of the bowl. Take the soup silently with the lips from the side of the spoon.

Spoons are used for tasting beverages, not for sipping them.

A spoon is used for stirring a beverage and then it is taken out of the cup or glass and placed on the saucer. The spoon is always placed behind the cup with the handle to the right.

Do not butter a whole piece of bread or toast at one time. Break the bread in half with the fingers. Then break the half piece into moderate size pieces which are buttered as eaten. Rolls are not buttered all at one time but are broken into moderate size pieces which are buttered when eaten.

Relishes such as celery, olives, radishes and so forth, are taken from a relish dish or tray and should be placed on the bread and butter plate. If bread and butter plates are not being used the relishes are placed on the dinner plate or the salad plate. Never put relishes on the tablecloth.

Ask to have food passed. Never reach across the table or in front of another person.

Turn the handle of a pitcher toward the person to whom it is being passed.

If you pass your plate for a second helping of food leave the knife and fork on the right side of the plate. The fork should be placed with the tines up and the knife should be placed to the right of the fork with the blade turned toward the fork. Be sure the handles are far enough on the plate so the silver will not fall off. Remember never place used silver on the tablecloth.

If you accidentally spill something during the meal, apologize and make no further comments about it.

If it is necessary for you to blow your nose at the table be sure to turn your head aside and blow as quietly as possible.

Do not make a practice of eating too fast or too slow. Try to finish eating when others at the table do.

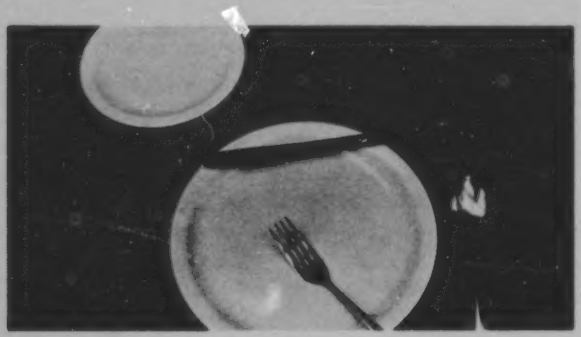
Toothpicks should never be on the table. They should be used in private.

If you need to leave the table it is courteous to say, "excuse me".

Do not push your plate back when you have finished eating your meal.

When cutting food hold the fork in the left hand with the tines down and the knife in the right hand. The knife should be held with the blade down with the thumb extending along the knife handle and the forefinger resting near the juncture of the blade and the handle. Grasp the fork in a similar manner. Use the fork to hold the food firmly on the plate.

When the knife is not in use, it is placed at the top of the plate with the blade toward the center of the plate. When the spoon is not being used place it on the saucer or dessert plate provided for this purpose. Never lay the spoon back on the tablecloth. At the end of the main course all flatware is placed on the center of the plate.



When you have finished eating, place the knife and fork close together across the center of the plate; fork with tines up, and knife to the right of the fork with the blade turned toward the fork. Have the handles far enough on the plate so they will not fall off when it is removed.

At the end of the meal, when you are ready to leave the table, use your left hand to place the napkin, unfolded, on the table, If napkin rings are used, the napkin is neatly refolded, and placed in the ring to identify the napkin of each family member. With hands on your chair push it back as you move away from the table. If a person seated you he may pull back the chair for you.

Bus Service

The tasks which fall under the category of bus service may be assigned to someone hired especially for that position or the duties may be divided among other employees. Regardless of who does the tasks they are most important to the smooth operation of the food service establishment.

Cooperation in working with others is an essential part of the bus service. One of the tasks in bus service is replenishing the serving station with clean utensils, china, linens, ice and condiments during serving hours. This must be done properly, quietly and in a sanitary manner. If adequate supplies are not available for the service host or hostess they cannot provide prompt service to the customers. The person assigned to this job must be alert and keep the service station replenished without being reminded.

Sanitary methods should be used as supplies are transferred from the trays and carts to the serving stations. Glasses should be picked up by the base and stored upside down. Utensils should be picked up by their handles, never by the "business" end. Ice and condiments should be transferred to serving containers with tongs, spoons or other appropriate utensils. Fingers should never be used for this. These practices will help to prevent the spreading of disease and contamination of food.

Another task classified as bus service is removing soiled items from tables and stations. Trays or carts should be used to save steps and to decrease the amount of time spent on each job. Care should be taken to pick glassware up by the base, utensils by the handles and plates by the rim. This helps to protect the employee from any diseases and illnesses the customer may have.

The task of clearing tables and stations needs to be done quietly and as quickly as possible. Picking up all of one item before starting with another helps to speed up the task. Stack items carefully and in an orderly manner on the tray or cart so there will be no danger of breakage or spills. Handle dishes and silver quietly so as not to attract the customer's attention. Cleaning tables quickly and quietly helps to speed up service to customers and keep them satisfied.

When carrying loaded trays or pushing carts, one must be sure to watch where he is going. Do not go too fast and be sure to back through the door to the kitchen as a safety precaution. This helps to prevent spills if someone happens to be coming through the door at the same time.

The person assigned to bus service may be responsible for checking to see that all condiment containers are filled and clean. Additional duties may include making coffee or iced tea, dusting furniture, cleaning table tops and wiping chairs. The ability to rapidly carry out all tasks assigned during rush periods is essential.

One of the most important parts of bus service is keeping things clean. A variety of cleaning tasks may be assigned depending on the jobs at the institution or business. More customers are lost because of unsanitary conditions than for any other reason. Keeping things spotless is a primary factor in customer satisfaction and no cleaning task should be considered unimportant or be done in a careless manner

The employee assigned to bus service often comes in contact with a customer. A pleasant, cheerful attitude helps make the customer feel comfortable. When

customers make requests they should be filled promptly. If a customer has a complaint or suggestion, it should be reported to the manager or a supervisor immediately.

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CLEANING TABLES ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to use trays or carts to clean table	a, b, c, d	easy
2.	Ability to pick up glasses by base	a, b, c, d	easy
3.	Ability to pick up utensils by handles	a, b, c, d	easy
4.	Ability to pick up plates by rim	a, b, c, d	easy
5.	Ability to stack items carefully and orderly	a, b, c, d	easy
6.	Ability to work quickly	d	moderately difficult
7.	Ability to work quietly	a	moderately difficult
8.	Ability to wipe off table	a, b, c, d	easy
9.	Ability to wipe off chairs	a, b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... SERVING STATIONS

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Glasses picked up by base	a, b, c, d	easy
2.	Glasses stored upside down	a, b, c, d	easy
3.	Utensils picked up by handle	a, b, c, d	easy
4.	Ice picked up by tongs	a, b, c, d	easy
5.	Condiments transferred to service containers with spoons	a, b, c, d	easy
6.	Handles utensils and dishes quietly	a, b, c, d	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

Rating Scale

STUDENT _____ DATE _____ CLASS _____

ITEM	1	2	3	SCORE
PREPARATION	Forgot apron or wore soiled apron. Hair loose. Did not wash hands before commencing work.		Wore clean apron and hair properly held in place. Did not wear bulky sweater or dangerous clothing in kitchen. Washed hands.	
	Comments: _____			
	_____			____
PLANNING	Did not set out all equipment and ingredients before beginning work. Failed to scan recipe. No work plan or schedule.		Scanned recipe before starting. Set out utensils and ingredients needed on a tray before commencing work. Made a work schedule.	
	Comments: _____			
	_____			____
TECHNIQUES	Failed to follow recipe. Improper use of utensils. Mistakes made in measuring.		Followed recipes properly. Used proper utensils in correct manner.	
	Comments: _____			
	_____			____
SAFETY	Used towels instead of pot holders. Handled knives, scissors improperly. Let pot handles protrude over range.		Used pot holder. Handles of pots turned in toward back of range.	
	Comments: _____			
	_____			____
WORK HABITS	Failed to follow work schedule & recipe. Kitchen lacked cooperation. Work not shared. Arguments.		Periodically checked recipe. Followed work schedule. Cooperation and good division of work.	

Comments: _____

_____ ___

FINAL PRODUCT	Food was of poor quality. Not served on schedule.	All parts of meal served at proper time, all proper temperature. Food was tasty.

Comments: _____

_____ ____

TABLE SERVICE	Table settings unattractive. Rules for table service and etiquette not observed.	Table set properly and attractively. Proper table service and manners observed.

Comments: _____

_____ ____

CLEAN-UP DISHES	Dishes not washed in proper sequence. Cold water used. Dishes put away wet.	Dishes stacked and washed in proper order. Hot water used in washing. Dishes thoroughly dried & neatly stacked in proper place.

Comments: _____

_____ ____

CLEAN-UP OTHER	Cabinets left open. Counters & range stained. Utensils & cookware put away in disorderly fashion. Garbage left in kitchen. Table dirty. Chairs not pushed under table. Floor dirty.	Cabinets shut. Utensils & cookware neatly stacked in closet. Counters & range wiped. Sink clean. Garbage disposed of. Tables clean. Floors swept.

Comments: _____

_____ ____

GENERAL REMARKS: _____

_____

_____

_____ TOTAL SCORE: _____

GROCERY STORE WORKER

TASKS

- Shelving groceries
- Filling orders
- Sacking groceries
- Taking orders over the telephone
- Sorting and casing drink bottles
- Loading and unloading stock
- Using the cash register
- Custodial
- Delivery boy

SKILLS

- Counting
- Reading labels
- Weighing merchandise
- Discrimination of can sizes
- Knowledge of liquid measures
- Knowledge of solid measures
- Rotating, cleaning, straightening stock
- Use of price marking machine
- Ability to answer telephone
- Ability to take orders over the telephone
- Operation of cash register
- Making change
- Computing sales tax
- Use of broom, mop, dust cloth, Windex
- Ride bicycle or drive delivery truck
- Learn directions
- Learn area serviced by grocery store

READING

Labels on cans and cartons
Streets and addresses
Inventory sheets
Orders from customers
Directions of floor care materials and equipment

WRITING

Sign own name
Mark prices on merchandise
Streets and addresses
Telephone orders

ORAL LANGUAGE

Understanding directions
Speak politely to customers
Direct customers to specific items

MATHEMATICS

How to stack
Full and empty
Size
Counting
Tell time
Make change
Fractions
Weights and measures

SPELLING

Own name
Own address
Items carried in grocery store

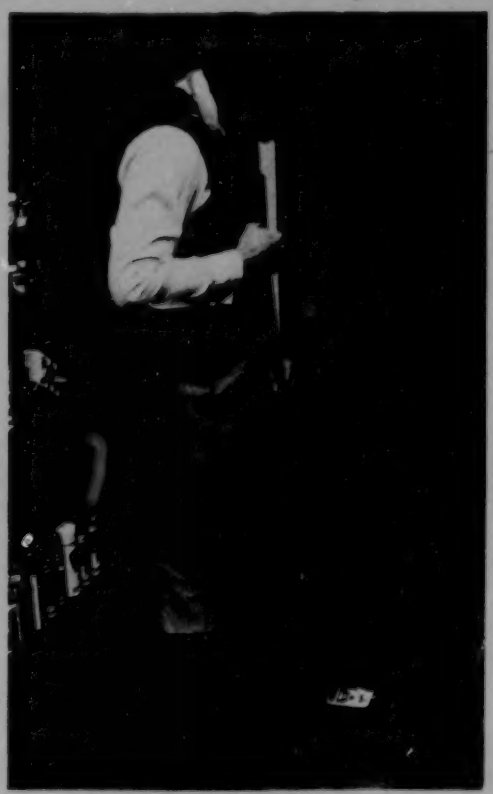
VOCABULARY

aisle
all labels
alphabetize
bottle
box
carton
cash
charge
check
checker
customer
dollie (cart)
deliver
department
discount
dozen
dust
fluid ounce
gallon
glass
grocery bag
grocery cart
gross
inventory
liquid
mark
merchandise
merchant
message
ounce
package
paper bags
pint
pound
sales slip
purchase
quart
register
sack
sale
scales
scoop
signature
sort
stock
ticket
tube

The grocery store area is designed to assess the individual's future vocational potential and his present ability in grocery store work. It can be made applicable to both normal and mentally retarded individuals. It is geared to be used on young mental retardates, ages 16 through 26, but is certainly not limited to this age or to the mentally retarded.

The purpose of the sample is to evaluate the student, not train him. Through a series of tests graduating from simple to complex, we assess general potential proficiency, amount of training needed and the level of expected work performance.

The plan following the Work Sample Tests is for the student who has potential to be placed in an on-job-training situation, either in the storeroom or in a local community grocery store for further evaluation and training.



Atmosphere

A grocery store worker may be employed to work in spacious and well lighted surroundings or he may work in a smaller area that is not so pleasant to the eye. He may work in a large chain supermarket or a small neighborhood grocery store. There may be several supervisors and employees or there may be only one or few others who work there.

Usually a grocery boy is kept busy throughout the day in dealing directly with customers, stocking shelves, dusting, marketing, sweeping, etc. There are many interruptions and one must have the ability to remember what is left unfinished and to be able to have several tasks in progress at a given time.

A full time grocery boy will probably work at least forty hours per week with a potential of working more than forty if employed by a small home owned store.

A grocery boy may be under the direct supervision of one supervisor but he may be given orders by more than one person and the ability to know what to do in these instances is important.

A grocery store employee must be able to work with many people around him and be able to perform his duties with little inconvenience to the customer.

Trends

There does not seem to be a trend in publications in this area of work, however, hundreds of job openings for grocery store helpers are expected to occur each year. Many will be new jobs which arise particularly in the rapidly growing suburban areas of big cities. The greatest number of employment opportunities will result however, from the need to replace employees who stop working or leave in order to take jobs in other fields. Turnover is high because of the many women who leave to marry or to take care of families, and the large number of young people who change employment after gaining some experience or upon completing their education. In addition to full-time jobs, there will be an increasing number of part-time jobs. These will provide many opportunities for regular part-time employment each week as well as occasional work during peak selling periods, such as before holidays and during special sales.

Over the long run, the number of jobs in grocery stores is expected to rise fairly rapidly. The volume of goods sold will increase as the population grows. The salary will depend on the size of the store and its location.

Training

Since the work is unskilled, no formal training is needed. However, the ability to read, write, count and follow directions is helpful. The individual should enjoy this type of work and realize that satisfied customers help build a business and a good reputation for the store. A person performing this type work should be patient, tolerant, dependable, punctual, courteous and pleasant. Also, he should be accurate in his work, show initiative and have a good memory for locations.

The individual should be able to learn the organization of the store, know the department headings and be able to shelve groceries in proper spaces. He should be able to operate a marking machine and put prices in appropriate locations on the

items for the ease of the customer's viewing.

The individual should be able to learn the organization of the store, know the department headings and be able to shelve groceries in proper spaces. He should be able to operate a marking machine and put prices in appropriate locations on the items for the ease of the customer's viewing.

In sacking or bagging groceries, he must be able to place articles in the bag beginning with large, heavy items on the bottom and working toward the top, ending with light, fragile ones. He must be able to relate the sizes of the items to be bagged to the size of the sack to be used.

His social ability should be such that he can get along well with supervisors, other employees and customers. His appearance should be acceptable with good grooming, general neatness and cleanliness. He should have the ability to answer questions, give directions and ask questions when needed.

It would be helpful for the person to be able to interpret weights, measurements and can sizes. He should have a concept of pounds and ounces, pints, quarts and half gallons. It is very essential to know brand names of different items and to be able to fill a grocery order from a list made in long hand. The knowledge of dozens and fractions of dozens would be required if the person is to be expected to fill orders. The knowledge of using the telephone would be an asset.

Physical Skills

It is necessary for a person doing grocery store work to have good overall coordination and to have good finger and hand dexterity. Normal range of vision is important as also is a good physical capacity for working the required number of hours per day which involves lifting, standing and stooping. If a person has poor resistance to fatigue, he should be eliminated from the work sample since he cannot reasonably be expected to meet these requirements. Mental capacity is a factor only to the point that the client should be able to follow simple oral directions as a minimum. It would be helpful if he can function academically to the level of reading lists or labels, doing very simple addition, making change, writing and being able to follow simple written directions.

TEST 1 ..... COUNTING

OBJECTIVE: To determine student's ability to count objects.

MATERIALS: Small table or counter
Scoring Sheet
Pencil

INSTRUCTIONS: The evaluator will explain to the student the purpose of the test and show him the arrangement of the grocery store, and point out the general areas where certain items are shelved, e.g. vegetables are located in one area while cake mixes are in another part of the store.

In the event the student cannot recognize the labels involved in the list to be used, the evaluator will show the student where the items are located since the purpose of the test is to determine whether or not the student can count. However, in using the items in the shelves of the store, the student will become familiar with the location of the stock which will be helpful to him in taking other tests of this work sample.

A small table or counter will be used for the student to place the items on after the evaluator has told him what to get. From the list the evaluator will request the student to bring items and place them on the table; the evaluator will then instruct the student to replace them on the shelves.

The following list is to be used for this test:

1 can peaches
2 cans pears
3 cans fruit cocktail
4 cans chopped turnip greens
4 cans whole green beans
2 cans golden sweet corn
8 cans spinach
9 cans pork and beans
6 cans kale
3 cans mustard greens
7 cans turnip greens
10 cans blackeyed peas
11 cans cut green beans
12 cans applesauce
2 cans sliced pineapple
1 can grapefruit sections
24 bars bath soap
2 boxes cake mix
3 boxes bread mix
2 cans coffee
26 boxes Kleenex
1/2 dozen Cokes
1 dozen toilet tissue

SCORING: Each mistake will be taken into account and the total number of correct responses used to determine the ability of the individual to count objects. On the scoring sheet, place a one (1) for each right response.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 2 ..... LABEL IDENTIFICATION

OBJECTIVE: To determine the student's ability to recognize the labels of products in a grocery store.

MATERIALS: Two charts containing labels from stock in a grocery store
Scoring Sheet
Pencil

INSTRUCTIONS: The evaluator will first tell the student the objective of the test is for him to be able to recognize the labels of various products found in a grocery store. He can either read the labels or recognize the contents by the picture on the label. There will be two charts used in the test. Chart I will have simple well-known brand names and Chart II will be more difficult with most of the labels found in a grocery store.

To start the test the evaluator will point to items on Chart I and ask the student to identify by telling the evaluator what the item is.

If the student can recognize the more simple items, the evaluator will proceed to Chart II. Each time the client recognizes an item the evaluator will record it and figure up his score at the end of the test. The student's performance will determine his ability to recognize labels.

As a variation of the above procedure, the evaluator could instruct the client to point to items as directed by the evaluator.

Things to look for in this test:

Accuracy	Hostility
Speed	Euphoria
Evidence of anxiety	General calmness and happiness

The student will be asked to identify the following labels on the charts in the evaluation grocery store:

CHART I

Coke	Mr. Goodbar
R C Cola	Frostie Root Beer
7-Up	7-UP
Diet-Rite Cola	
Clove Gum	
Doublemint Gum	
Sour Orange Gum	
Dentyne Gum	
Sour Cherry Gum	
Spearmint Gum	
Juicy Fruit Gum	
Butterfinger	
Snicker	
Mounds	

CHART II

Del-Monte Sliced Peaches
Del-Monte Pear Halves
Del-Monte Sliced Pineapple
Del-Monte Fruit Cocktail
Del-Monte Apricot Nectar
Del-Monte Pinto Beans
Del-Monte Great Northern Beans
Del-Monte Sweet Cream Corn
Del-Monte White Cream Corn
Pride of Illinois Cream Style Corn
Libby's Whole Kernel Corn
Libby's Tomato Juice
Hunt's Tomatoes
Campbell's Tomato Soup
Campbell's Pork and Beans
Van Camp's Pork and Beans
Town House Pinto Beans
Town House Blackeye Peas
Town House Lima Beans
Town House Beets
Del-Monte Sauerkraut
Sea Feast Salmon
Libby's Cherries
Musselman's Applesauce
Ocean Spray Cranberry Sauce
Libby's Peaches
Campbell's Chicken Noodle Soup
Pet Evaporated Milk
Chicken of the Sea Tuna Fish
Hunt's Apricots
Campbell's Vegetable Soup
Del-Monte French Style Green Beans
Libby's Grapefruit Juice

SCORING: Give one (1) point for each of the fifty (50) items identified correctly.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 3A ..... WEIGHING

OBJECTIVE: To test the student's ability to weigh merchandise for either stocking or filling orders in a grocery store.

MATERIALS:

Scales	Screws	Scoring Sheet
Paper bags	Rice	Pencil
Scoop	Beans	

INSTRUCTIONS: The evaluator will tell the student that he is going to be tested to see if he can weigh items in a grocery store. The evaluator will demonstrate how to weigh one pound of beans. The evaluator will put some beans in the bag and place the bag on the scales. Then the evaluator will add beans until he has one pound in the bag.

The evaluator will tell the student to perform the task as he has done starting from the beginning. The evaluator will empty the one pound bag of beans in order for the student to perform the task.

When the evaluator sees the student understands the instructions, he will tell him to weigh each item one at a time.

The following items make up the test:

2 pounds of beans
1/2 pound of rice
8 ounces of rice
5 pounds of beans
20 pounds of screws
16 ounces of beans
24 pounds of screws

SCORING: On the scoring sheet place a one (1) for each correct answer.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

CAN SIZES ..... TEST 3B

OBJECTIVE: To determine the student's ability to recognize and distinguish between cans of different sizes.

MATERIALS:

Table
Scoring Sheet
Pencil
6 cans of canned goods in the following sizes:

No. 1	No. 2 1/2
No. 300	46 fluid ounces
No. 303	6 ounces
No. 2	8 ounces

INSTRUCTIONS: Since the average person has little knowledge of can sizes, any student would know little about this unless he had had actual experience in a grocery store or much experience buying groceries. Therefore, this test will mainly find the student's ability to match cans of the same size. Remembering the size and ability to stack like cans will increase with experience. It is hoped some indication of the student's ability to perform these skills can be determined by this test.

The evaluator will have one can of canned goods of every size grouped on one end of the table. The remaining five cans of each size will be grouped together on the other end of the table. He will start with the 6 ounce can, which is the smallest, and tell the student the size as he picks the can up. Then he will ask the student to pick out all other 6 ounce cans and group them with this can in the middle of the table. He will proceed until all sizes are matched.

The following cans are in order of size. Presenting each one and giving the student a chance to match them make up the test.

6 ounce	No. 300
8 ounce	No. 2
No. 1	No. 2 1/2
No. 303	46 fluid ounces

SCORING: The evaluator will score as the cans are matched. Each correct response will be worth one (1) point; each can size is worth five (5) points. This would make a total of forty (40) points possible for the test.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 3C ..... LIQUID MEASURE

OBJECTIVE: To determine the student's knowledge of and ability to read liquid measure used in a grocery store.

MATERIALS: Scoring Sheet
Pencil
Table on which the following items have been placed:

1/2 gallon milk
1 quart milk
1 pint milk
1/2 pint cream
1/2 gallon ice cream
1/2 gallon Clorox
1 quart Clorox
1 quart Hy Grade Bowl Cleaner
1 pint Glass Wax
1 quart 11 fluid ounces syrup
1 pint 6 fluid ounces Lux Liquid
6 fluid ounces Rinse Away

INSTRUCTIONS: The evaluator will explain to the student that liquid merchandise is packed in several different types of containers as well as many different amounts. The evaluator will point out that some liquids are packed in cardboard, some in metal, some in glass and some in plastic. The amount in the container is written on each item and must be noted in order to give the customer what he pays for. This is also important because of fairness to the store owner. Liquid measure may be written in pint, quart, half gallon, etc. or by fluid ounces. Sixteen (16) ounces equals one (1) pint; therefore, measurement under one pint would be written as on this can of orange juice, i.e. 12 fluid ounces. The evaluator will show the student the liquid weight on the twelve (12) fluid ounce can of orange juice on the table. The student will be given an opportunity to ask questions.

When all questions have been answered, the evaluator will tell the student to pick up each item and tell the correct weight. The student should be told that this is one of the most difficult tests and that he may not be able to read the weight on all containers.

SCORING: The evaluator will record a one (1) on the scoring sheet for each correct response.

RATING: The following rating scale will be used to determine the client's potential: High Potential, Potential, Questionable Potential, No Potential.

TERMS ..... TEST 3D

OBJECTIVE: To determine the student's knowledge of terms used in a grocery store work setting.

MATERIALS: Scoring Sheet
Pencil

INSTRUCTIONS: The evaluator will tell the student that there are many words which a worker in a store will need to understand in order to follow directions and understand work in the store. This test will tell how well you understand some of these grocery terms. The evaluator will instruct the student to tell in his own words what a word means when the word is stated. He may also state that a person is not expected to know the meaning of all the terms.

The evaluator will call the words starting with the first word in Group I of the test. When the student misses three (3) consecutive words, the evaluator will start with the first word on Group II, etc., until each group of words has been tried.

GROUP I	GROUP II	GROUP III	GROUP IV
sack	dozen	box	mark
check	sales clerk	merchandise	stock
customer	signature	bottle	bale
shelves	message	grocery bag	tube
dust	purchase	sales slip	package
sale	register	checker	merchant
charge	display cart	carton	alphabetize
deliver	foreman	barrel (e.g. flour)	dollie
cash	ticket	discount	gross
sort	grocery cart	sales check	rotate
			inventory
			department

SCORING: The evaluator will record a one (1) on the scoring sheet by each word defined correctly.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 4 ..... STOCKING

OBJECTIVE: To determine the student's ability to rotate, clean and straighten stock in a grocery store setting.

MATERIALS:

Dust cloth	Scoring Sheet
1/2 case cereal	Pencil
2 cases beans	

INSTRUCTIONS: The evaluator will explain to the student that in a grocery store there is need to keep groceries fresh and arranged where they appear pleasing to the customer, and fresh when bought. He will explain further that stock appears much more appealing to the customer when merchandise comes to the edge of the shelves and is placed with name labels in view. It is necessary to keep shelves dusted and merchandise clean.

A grocery boy must be aware of this and aid in keeping shelves clean and straight. He will explain further that new stock is placed behind old stock in order to sell the old stock first. The evaluator will demonstrate using a 1/2 case of cereal.

The evaluator will take old stock of cereal from the shelf and dust the shelf thoroughly. He will place new stock where labels will show. He will further demonstrate the test of dusting old stock and placing in front of new stock with label showing. He will now ask the student if there are any questions. The evaluator will rearrange all he has demonstrated and ask the student to perform the test as he has done.

If the student performs the first part of the test satisfactorily, he will be instructed to perform the same test with a case of canned goods.

Things to look for in this test:

Time required
Appearance of shelf after stock has been placed
Arrangement of stock, old in front of new
Physical coordination

STOCKING ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to follow instruction procedures	c, d, e	moderately difficult
2.	Ability to remember locations and special procedures	a, b, d	moderately difficult
3.	Ability to recognize labels	c, d	moderately difficult
4.	Ability to handle fragile items carefully	c, d	easy
5.	Ability to observe lifting procedure	c, d	easy
6.	Ability to count (one to one correspondence)	c	easy
7.	Ability to work without continued supervision	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

SKILL FRAME ..... MARKING STOCK

4 - EXCELLENT 3 - GOOD 2 - SATISFACTORY 1 - NEEDS IMPROVEMENT 0 - UNSATISFACTORY	STUDENT & TIME TO ACQUIRE SKILL									
		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED		TIME REQUIRED
1. Ability to follow directions										
2. Ability to sort										
3. Ability to recognize labels										
4. Ability to count										
5. Ability to transport stock cart										
6. Ability to recognize numbers										
7. Ability to stamp or tag items										
8. Ability to handle fragile items carefully										
9. Ability to work without supervision										

PENCIL MARKING ..... TEST 5A

OBJECTIVE: To determine the student's aptitude in marking groceries from oral and/or written directions using a marking pencil.

MATERIALS:

Price marking pencil	Scoring Sheet
4 cases of products	Pencil
Price list	Table

INSTRUCTIONS: The evaluator will explain to the student that the object of the test is to determine his aptitude in price marking groceries in a grocery store with a price marking pencil.

The evaluator will then take the student into the store and explain to him that after the price is marked on the groceries, they are to be placed in their proper place on the shelves, keeping items that are the same in kind, name brand and size together on the shelves, and all related items (example - all beans regardless of name brand, size or kind) are set in the same area. The evaluator will also explain to the student the importance of rotating stock. The newly marked items should be placed behind items already on the shelves in order that older items will be sold first.

The evaluator will select four cases of produce from the following list to be used in this test:

(12) Vaseline Petroleum Jelly
(12) Clabber Girl Baking Powder (32 oz.)
(12) Bruce Self Polishing Floor Wax (1 qt.)
(24) Pamona Sunshine Greens (15 oz.)
(12) Bruce Cleaning Wax (1 qt.)
(12) Bruce Wood Floor Cleaner (1 qt.)
(12) Bruce Self Polishing Wax for Kitchen Floor (1 pt.)
(6) Glass Wax - Gold Seal
(6) Breath of Spring Air Freshener

The evaluator will then instruct the student to bring the cases of groceries that are to be marked and place them on the table.

The evaluator will then get the price marking pencil and explain and demonstrate to the student how to use it. He will then hand the pencil and a price list of the groceries that are to be marked to the student and instruct him to proceed with the marking and placing of items on shelves in the proper place when marked.

Things to look for in this test:

Ability to use marking pencil
Accuracy
Speed
Ability to place stock in proper place on shelves
Affects - evidence of anxiety, hostility, euphoria, general happiness and calmness

SCORING: This text will be scored subjectively with emphasis on the above

suggested items.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Poten-

STOCK MARKING ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to follow directions	c, d, e	easy
2.	Ability to sort	a, d	easy
3.	Ability to recognize labels	d	easy
4.	Ability to count	d	easy
5.	Ability to transport by stock cart	a, d	easy
6.	Ability to recognize numbers	d	moderately difficult
7.	Ability to stamp on tag items	a, c, d	easy
8.	Ability to handle fragile items carefully	a, b, c, d	easy
9.	Ability to work without supervision	a, c	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... MACHINE MARKING

OBJECTIVE: To determine the student's aptitude in marking groceries from oral and/or written directions using a price marking device.

MATERIALS:

Price marking device	Scoring sheet
4 cases of produce	Pencil
Price list	Table

INSTRUCTIONS: The evaluator will explain to the student that the object of the test is to determine his aptitude in price marking groceries in a grocery store with a price marking machine.

The evaluator will take the client into the store and explain to him that after the price is marked on the groceries they are to be placed in their proper place on the shelves, keeping items that are the same in kind, brand name and size together on the shelves and all related items (example - all beans regardless of name brand, size or kind) are kept in the same area. The evaluator will also explain to the student the importance of rotating stock. The newly marked items should be placed behind items already on the shelves in order that older items will be sold first.

The evaluator will select four (4) cases of produce from the following list to be used in this test:

(12) Vaseline Petroleum Jelly
(12) Clabber Girl Baking Powder (32 oz.)
(12) Bruce Self Polishing Floor Wax (1 qt.)
(24) Pamona Sunshine Greens (15 oz.)
(12) Bruce Cleaning Wax (1 qt.)
(12) Bruce Wood Floor Cleaner (1 qt.)
(12) Bruce Self Polishing Wax for Kitchen Floor (1 pt.)
(6) Glass Wax - Gold Seal
(6) Breath of Spring Air Freshener

The evaluator will instruct the student to bring the cases of groceries that are to be marked and place them on the table.

The evaluator will then get the price marking device and explain and demonstrate to the student how to set and use the device with the correct price one might put on items of stock. He will hand the device to the student with a price list of the groceries to be marked.

The student will set the price marking device with the correct price that is to be placed on the first item of stock and proceed with the marking.

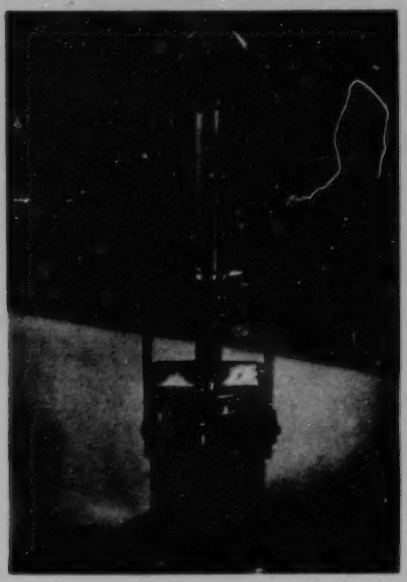
After the groceries have been marked, the evaluator will instruct the student to place the groceries in their proper place on the shelves in the store.

Things to look for in this test:

Ability to set price marking device
Ability to use price marking device
Accuracy
Speed
Ability to place stock in proper place on shelf
Affects - evidence of anxiety, hostility, euphoria, general happiness and calmness

SCORING: This test will be scored subjectively with emphasis on the above suggested items.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.



TEST 5C ..... SHELVING GROCERIES

OBJECTIVE: To determine the student's ability to shelve groceries after they have been priced and if he can follow instructions to remove items from the shelves and place them back in shipping containers.

MATERIALS: Items marked with prices in Tests 5A and 5B
Materials for removing prices
Scoring Sheet and pencil

INSTRUCTIONS: When the student enters the test area the evaluator will tell him that this test will be used to help determine if he has the potential to shelve stock in a grocery store; that each phase will be demonstrated and that he should perform the task exactly as shown.

The evaluator will now demonstrate to the student how to remove merchandise from the shipping container and place it on the shelf. He will tell the student to place all related items near each other on the shelf. All beans should be together on the shelf with all brand names of each item together. The student will be told that new stock will be placed behind the older stock on the shelf and if there is not enough of a single item to fill the shelf space, then this item will be placed to the front of the shelf with the front of the label to the front of the shelf.

When all the items have been shelved, the evaluator will tell the student to remove the items and show him how to eradicate the price mark. He will tell the student to proceed with this operation and place the items in the proper cases so they will be ready for future testing of pricing and shelving stock.

Things to look for in this test:

- Accuracy
- Speed
- Ability to follow instructions
- Job interest
- Respect for authority
- Ability to accept help and correction
- Carefulness

SCORING: This test will be scored subjectively with emphasis on the above suggested items.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

FILLING ORDERS ..... TEST 6

OBJECTIVE: To evaluate the student's ability to fill orders.

MATERIALS:

Typewritten order	Pencil
Handwritten order	Cart and table
Scoring Sheet	List of items to be used in oral test

INSTRUCTIONS: PART I - Evaluator will provide the student with a typed grocery list which can be filled from a mock grocery store. Evaluator will tell the student to take this typed grocery list and place items in a cart, then on the table or counter to be checked.

PART II - Instructions are identical to previous test, except student will be asked to fill the handwritten order.

PART III - From the list below the evaluator will call out all the items and request that the student bring them to the counter.

1 box facial tissue
1 can hair spray
1 carton sour cream

Things to look for in this test:

Order filled correctly
Time required
Ability to remember
Safety
Appearance of stock after order is filled

SCORING: This test will be scored subjectively with emphasis on the above suggested items.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST NO. 6 - TYPED ORDER

3 cans kale
1 cake mix - yellow
1 can peaches - Libby's
1 can fruit coctail
1 canned ham - 4 pounds
2 dozen eggs
1 fabric softener
1 glass wax
6 toilet tissue - white
1 corn - Del Monte
1 box Tide
1 bottle catsup
1 petroleum jelly
1 instant coffee - Maryland Club
1 2-lb. coffee - Maxwell House
1 box prunes
1/2 gallon ice cream - chocolate
1 pancake syrup
1/4 dozen Dial soap
3 cans frozen orange juice
1 Comet cleanser
3 Jello - 2 grape, 1 strawberry
1 bottle Thousand Island dressing

TEST NO. 5A AND 5B - PRICE LIST

Breath of Spring Air Freshener	76¢ ea.
Bruce Cleaning Wax 1 qt. 810	89¢ ea.
Bruce Self Polishing Floor Wax 1 qt. 810	98¢ ea.
Bruce Self Polishing Wax for Kitchen Floor 1 pt.	56¢ ea.
Bruce Wood Floor Cleaner 1 qt. 801	90¢ ea.
Clabber Girl Baking Powder (32 oz.)	25¢ ea.
Glass Wax - Gold Seal	1.05¢ ea.
Pamona Sunshine Greens (15 oz.) 303	15¢ ea.
Vaseline Petroleum Jelly	38¢ ea.

TEST NO. 6 - WRITTEN ORDER

1 box raisins
1 box Faultless starch
1 box Hershey's cocoa
1 Bruce Floor Cleaner
1 can (small) Planter's Peanuts
2 cans chopped turnip greens
1 box D-Zerta whipped topping
1 jar strawberry preserves
1 box brown sugar
1 box St. Joseph aspirin
2 boxes Kleenex facial tissue
1 light bulb - 150 watt
1 box Quaker Oats
3 pounds potatoes
½ dozen oranges
1 jar Bartlett pears
1 can boned chicken
5 lb can Maryland Club coffee

SACK AND DELIVER ..... TEST 7

OBJECTIVE: To evaluate the student's ability to sack and deliver groceries.

MATERIALS:

Table or counter	Scoring Sheet
Bags and boxes	Pencil
Grocery cart	Groceries needed to fill Test 6 typed order

INSTRUCTIONS: The evaluator will explain to the student that if he is hired by a grocery store sacking and delivering might be his first job. It is important to know how to sack groceries and how to put them in a bag so they will not get damaged.

Bottles sometimes get broken so you need to be careful where they are placed in the sack. Ice cream and all frozen foods should be placed in smaller sacks first. (Demonstrate) Eggs should be placed on top in the sack. The evaluator explains the bottom of the bag. At this point the evaluator will ask the student to get the size sack he thinks is needed to sack the order of groceries. The student will sack the groceries and then place them in the cart and deliver them to the customer's automobile.

Things to look for in this test:

- Speed, attitude and interest in the job
- Relationship with others
- Ability to follow oral instructions
- Dexterity
- Coordination
- Ability to select appropriate size sack and properly fill
- Ability in handling cart
- Ability to place sacks properly in automobile
- Ability to recognize cars

SCORING: This test will be scored subjectively with emphasis on the above suggested items.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

JOB TASK ..... SACKING

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to distinguish between heavy and light objects	c	easy
2.	Ability to place heavier items at the bottom of the bag	c, d	easy
3.	Ability to handle fragile items carefully	c, d	easy
4.	Ability to place fragile items at the top of the bag	c, d	easy
5.	Ability to determine how much to place in a bag	c, d	easy
6.	Ability to get along with others	e	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very Difficult

TELEPHONE ORDERS ..... TEST 8A

OBJECTIVE: To determine the student's ability to answer telephone effectively and to write on paper a list of articles given him over the phone.

MATERIALS:

A teletrainer (set up in store)	Paper
Scoring Sheet	Pencils

INSTRUCTIONS: With the student working in the grocery store the evaluator or some other person will call the student and give him the list to be written down. If it has been found by previous tests that the student cannot read or write, do not attempt this test. Also, if the student has a severe speech impairment, this test should not be given.

Before giving the test the student should be instructed on how to answer the telephone and given some practice. He should answer the telephone by saying, "Rehab Grocery, may I help you." Some questions could be asked in order to check the individual's ability to answer the telephone in a logical manner. These could be included: "Who is speaking please?"; "Is the manager there?"; "What time do you close the store?"; "Do you have canned ham in your store?"; "Would you take down the following order?"

After the test situation is set up the evaluator can call the student and give him the following list which makes up the test.

1 half gallon milk
1 large loaf bread
2 giant Colgate toothpaste
1 package grape Jello
3 rolls toilet tissue
1 can Maxwell House Coffee - find grind
1 jar (10 oz.) Maxwell House Instant Coffee
1 box raisins
1 box prunes
3 cans green beans
1 small jar hot dog relish
1 small jar mustard
3 boxes kitchen matches

SCORING: Give one (1) point for each of the items written correctly.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 8B ..... USE OF TELEPHONE DIRECTORY

OBJECTIVE: To determine the student's ability to use a dial telephone to call numbers by using a telephone directory. If the student cannot read, this test should not be attempted. This test can be administered immediately following Test 8A because of the close relationship of the two situations.

MATERIALS:

Teletrainer or telephone	Scoring Sheet
Conway Directory (or other)	Pencil
Little Rock Directory (or other)	

INSTRUCTIONS: By using the names provided on the list from each directory the student is to look up the number and then dial the numbers. The evaluator will sit near the student so he can see if the student has dialed correctly. If the number is dialed correctly the evaluator will push the proper button on the teletrainer so the phone on the other end of the line will ring. This will let the student know he has dialed the right number. After the phone rings a few times it can be cradled. The student is to proceed to the next number on the list. There will not necessarily be anyone to answer the telephone when it rings since this would require two persons to administer the test and the ability to answer the phone is determined by Test 8A.

The evaluator is to acquaint the student with the teletrainer and explain to him the purpose of the test and how the test is to be conducted. By noting the mistakes and general performance during the test, the evaluator should be able to determine the student's ability well enough to give an accurate rating on the rating scale provided at the end of the test.

The evaluator will call out the names of places to be called and visually check the student's performance. The names and places to be called from the Conway Directory (1966) are:

Police Department	327-7711
Duncan Street Grocery	329-5453
Ed Kersey	329-3523
Town House Restaurant	329-2351
Sheriff	329-2911
Ward Body Works	327-7761
City Cab Company	329-3841
Conway Fire Department	329-5611
Richardson Nursing Home	327-7642
Hiegel Wholesale Grocery	329-6856

Names and places to be called from the Little Rock Directory (1976) are:

Police Department	372-1234
Little Rock Tool Service	888-2457
Pike Lanes	758-7511
Tandy Leather Company	663-3351
Jack B. May	225-1555
J. A. Henry	225-1395

Capitol Glass Company	374-6422
Black and White Cabs	374-0333
Edward L. Barnett	666-9238
E. F. Ackerman	753-1344

SCORING: A separate sheet containing all the places to be called can be used by the evaluator to note any mistakes and this in turn can be used to derive one of the ratings on the scale. This test will be scored subjectively.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

TEST 9 ..... SORTING DRINK BOTTLES

OBJECTIVE: To determine the student's ability to sort and case drink bottles as an outlook for employment in a grocery store.

MATERIALS: Cartons, Scoring Sheet, Assorted drink bottles, Wooden Shells, Pencil

INSTRUCTIONS: A certain number of cartons, wooden shells and assorted drink bottles will be placed on a table or the floor. The idea is to see if the student can fill each carton with bottles according to size and kind.

The evaluator will tell the student that this is a test to determine if he can sort and case drink bottles.

From a pile of bottles, sort by size and kind, then stack the bottles into cartons and wooden cases. The following list includes the different kinds and amounts of bottles to be placed in cases:

2 cartons	16 oz. Coca Cola
2 cartons	8 oz. Coca Cola
1 wooden case	6 1/2 oz. Coca Cola
1 wooden case	8 oz. Pepsi Cola
1 wooden case	8 oz. Nu Grape
1 wooden case	16 oz. Sun Crest Orange
1 wooden case	16 oz. Sun Drop Cola
1 wooden case	8 oz. Coca Cola
1 wooden case	16 oz. Frostie Root Beer
1 wooden case	8 oz. Fresca
1 wooden case	8 oz. Orange Crush
1 wooden case	16 oz. Pepsi Cola

SCORING: The test will be scored objectively within a time limit according to the scale as set on the Scoring Sheet.

RATING: The following rating scale will be used to determine the student's potential: High Potential, Potential, Questionable Potential, No Potential.

Scoring Sheet

NAME _____ DATE _____

TEST 1

Place a one (1) by each item counted correctly - total possible = 23

_____ 1 can peaches
_____ 2 cans pears
_____ 3 cans fruit cocktail
_____ 4 cans chopped turnip greens
_____ 4 cans whole green beans
_____ 2 cans golden sweet corn
_____ 8 cans spinach
_____ 9 cans pork and beans
_____ 6 cans kale
_____ 3 cans mustard greens
_____ 7 cans turnip greens
_____ 10 cans blackeyed peas
_____ 11 cans cut green beans
_____ 12 cans applesauce
_____ 2 cans sliced pineapple
_____ 1 can grapefruit sections
_____ 24 bars bath soap
_____ 2 boxes cake mix
_____ 3 boxes bread mix
_____ 2 cans coffee
_____ 26 boxes Kleenex
_____ ½ dozen Cokes
_____ 1 dozen toilet tissue

_____ TOTAL NUMBER CORRECT

_____	High Potential	20 - 23
_____	Potential	16 - 19
_____	Questionable Potential	12 - 15 12 - 15
_____	No Potential	12 or less

TEST 2

Place a one (1) by each item identified correctly - total possible = 50

Chart I

_____ Coke
_____ R C Cola
_____ 7-Up
_____ Diet-Rite Cola
_____ Clove Gum
_____ Doublemint Gum
_____ Sour Orange Gum
_____ Dentyne Gum
_____ Sour Cherry Gum
_____ Spearmint Gum
_____ Juicy Fruit Gum
_____ Butterfinger
_____ Snicker
_____ Mounds

_____ Mr. Goodbar
_____ Frostie Root Beet
_____ 7-Up

_____ TOTAL NUMBER CORRECT CHART I

146

Chart II

Observations and comments:

____ Del-Monte Sliced Peaches
____ Del-Monte Pear Halves
____ Del-Monte Sliced Pineapple
____ Del-Monte Fruit Cocktail
____ Del-Monte Apricot Nectar
____ Del-Monte Pinto Beans
____ Del-Monte Great Northern Beans
____ Del-Monte Sweet Cream Corn
____ Del-Monte White Cream Corn
____ Pride of Illinois Cream Style Corn
____ Libby's Whole Kernel Corn
____ Libby's Tomato Juice
____ Hunt's Tomatoes
____ Campbell's Tomato Soup
____ Campbell's Pork and Beans
____ Van Camp's Pork and Beans
____ Town House Pinto Beans
____ Town House Blackeye Peas
____ Town House Lima Beans
____ Town House Beets
____ Del-Monte Sauerkraut
____ Sea Feast Salmon
____ Libby's Cherries
____ Musselman's Applesauce
____ Ocean Spray Cranberry Sauce
____ Libby's Peaches
____ Campbell's Chicken Noodle Soup
____ Pet Evaporated Milk
____ Chicken of the Sea Tuna Fish
____ Hunt's Apricots
____ Campbell's Vegetable Soup
____ Del-Monte French Style Green Beans
____ Libby's Grapefruit Juice

____ TOTAL NUMBER CORRECT CHART II

____ TOTAL CORRECT FOR CHARTS I & II

____	High Potential	42+
____	Potential	34 - 41
____	Questionable Potential	26 - 33
____	No Potential	25 or less

TEST 3A

Place a one (1) for each item weighed correctly - total possible = 7

____ 2 pounds beans
____ ½ pound rice
____ 8 ounces rice
____ 5 pounds beans
____ 20 pounds screws
____ 16 ounces beans
____ 24 pounds screws

____ TOTAL NUMBER CORRECT

____	High Potential	7
____	Potential	5 - 6
____	Questionable Potential	3 - 4
____	No Potential	2 or less

TEST 3B

Each correct response is worth one (1) point; each can size is worth five (5) points. Total possible = 40

_____ 6 ounce
_____ 8 ounce
_____ No. 1
_____ No. 300
_____ No. 303
_____ No. 2
_____ No. 2 1/2
_____ 46 fluid ounces

_____ TOTAL NUMBER CORRECT

_____	High Potential	35 - 40
_____	Potential	21 - 34
_____	Questionable Potential	11 - 20
_____	No Potential	10 or less

TEST 3C

Place a one (1) by each item identified correctly - total possible = 12

_____ ½ gallon milk
_____ 1 quart milk
_____ 1 pint milk
_____ ½ pint cream
_____ ½ gallon ice cream
_____ ½ gallon Clorox
_____ 1 quart Clorox
_____ 1 quart Hy Dryde Bowl Cleaner
_____ 1 pint Glass Wax
_____ 1 quart 11 fluid ounces syrup
_____ 1 pint 6 fluid ounces Lux Liquid
_____ 6 fluid ounces Rinse Away

_____ TOTAL NUMBER CORRECT

_____	High Potential	12	12
_____	Potential	9 - 11	
_____	Questionable Potential	3 - 8	
_____	No Potential	2 or less	

TEST 3D

Place a one (1) by each word identified correctly - total possible = 42

Group I	Group II	Group III
_____ sack	_____ dozen	_____ box
_____ check	_____ sales clerk	_____ merchandise
_____ customer	_____ signature	_____ bottle
_____ shelves	_____ message	_____ grocery bag
_____ dust	_____ purchase	_____ sales slip
_____ sale	_____ register	_____ checker
_____ charge	_____ display case	_____ carton
_____ deliver	_____ foreman	_____ barrel (e.g. flour)
_____ cash	_____ ticket	_____ discount
_____ sort	_____ grocery cart	_____ sales clerk
_____ TOTAL	_____ TOTAL	_____ TOTAL

Group IV

_____ mark
_____ stock
_____ bale (e.g. sugar)
_____ tube
_____ package
_____ merchant
_____ alphabetize
_____ dollie (cart for moving objects)
_____ gross
_____ rotate
_____ inventory
_____ department

_____ TOTAL

_____ TOTAL OF ALL GROUPS

_____	High Potential (correct in each group)	8 - 10
_____	Potential (total of 30)	5 - 10
_____	Questionable Potential (total 11 - 29)	2 - 10
_____	No Potential	10 or less

TEST **4**

Time Required: _____

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST **5A**

Time Required: _____

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST **5B**

Time Required: _____

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST 5C

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST 6

Time Required: Part I _____
Part II _____
Part III _____

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST 7

Time Required: _____

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST 8A

1 half gallon milk
1 large loaf bread
2 giant Colgate toothpaste
1 grape Jello
3 rolls toilet tissue
1 can Maxwell House Coffee - fine grind
1 jar (10 oz.) Maxwell House Instant Coffee
1 box raisins
1 box prunes
3 cans green beans
1 small jar hot dog relish
1 small jar mustard
3 boxes kitchen matches

Comments:

_____ High Potential
_____ Potential
_____ Questionable Potential
_____ No Potential

TEST 8B

Conway Directory

Police Department	327-7711
Duncan Street Grocery	329-5453
Ed Kersey	329-3523
Town House Restaurant	329-2351
Sheriff	329-2911
Ward Body Works	327-7761
City Cab Company	329-3841
Conway Fire Department	329-5611
Richardson Nursing Home	327-7642
Hiegel Wholesale Grocery	329-6866

Little Rock Directory

Police Department	372-1234
Little Rock Tool Service	888-2457
Pike Lanes	758-7511
Tandy Leather Company	663-3351
Jack B. May	225-1555
J. A. Henry	225-1395
Capitol Glass Company	374-6422
Black and White Cabs	374-0333
Edward L. Barnett	666-9238
E. F. Ackerman	753-1344

Comments:

_____ High Potential

_____ Potential

_____ Questionable Potential

_____ No Potential

TEST 9

_____ 2 cartons 16 oz. Coca Cola
_____ 2 cartons 8 oz. Coca Cola
_____ 1 wooden case 16 oz. Pepsi Cola
_____ 1 wooden case 6½ oz. Coca Cola
_____ 1 wooden case 8 oz. Nu Grape
_____ 1 wooden case 16 oz. Sun Crest Orange
_____ 1 wooden case 16 oz. Sun Drop Cola
_____ 1 wooden case 8 oz. Coca Cola
_____ 1 wooden case 16 oz. Frostie Root Beer
_____ 1 wooden case 8 oz. Fresca
_____ 1 wooden case 8 oz. Orange Crush

_____ TOTAL

Score as follows if the bottles are properly sorted in 12 minutes.

_____ High Potential

_____ Potential

_____ Questionable Potential

_____ No Potential Below 5

General Shop Worker

TASKS

- Maintenance
- Construction work helper
- Paint sprayer
- Small appliance repairman
- Upholstery

SKILLS

- Nail, screw, bolt and nut sorting and discrimination
- Hand-eye coordination and dexterity
- Color discrimination
- Bolt assembly
- Recognition of tools
- Use of hand tools
- Use of simple power tools
- Sanding
- Painting
- Use of paint thinner

READING

On and off
Instructions on mixing paint
Labels on cans
Names
Instructions on use of equipment
Names of tools and equipment
Catalogue for ordering supplies
Items on bulletin board

WRITING

Sign receipts
Fill out rent receipts
Fill out hotel room cards
Take notes on repairs
Take messages
Names of materials used

ORAL LANGUAGE

Telephone conversations
Courteous speech to customers
Clear voice announcements

MATHEMATICS

Count to ten
Numbers of apartments
Add
Read thermometer
Inventory supplies
Distance measure
Liquid measure
Read gauge

SPELLING

All information to be written

VOCABULARY

air conditioning
apartment
apprentice
amperage
asbestos
automatic
basement
bathroom
beams
bellman
brush
buffs
cable
carpet
cement
closet
conduit
construct
corridors
cots
crib
custodian
customer
disposal
dolly
drainage pipe
drill
electric meter
electrician
elevator
emergency
enamel
equipment
exit
faucet
file
finish
fireproof
fire escape
fitting
fixture
flat
floor key
floor board
foyer
frame
furnace
furniture
fuse
fuse box
gas meter
glass
glossy
guest
hacksaw
hall
hammer
hedge clippers
hinge
hose
incinerator
inflammable roof
janitor
know
landlord
lawn mower
linens
linseed oil
lobby
luggage
maid
maintenance
master key
meeting room
mix
mohair brush
mops
mortar
moulding
nails
oil burner
oil can
oil tank
paint
parking
pipe cutter
pinch bar
pipe fitting
plane
plaster
plaster board
plier
plumber
plunger
primer
putty
rake
regulations
rubbish
ruler
rust
sandpaper
sash
saw
screw driver
scrape
screen
semi-gloss
shade
shaft
shampoo
sheetrock

shellac
shovel
shower
slicing bar
socket
solder
soldering paste
splice
squeegee
stairway
storage
sublet
superintendents
switch
"t" joints
television
tenant
thermostat
torch
trash can
trim
try square
turpentine
vacuum
varnish
venetian blinds
ventilator
voltage
wallpaper
water meter
wire cutter
woodchisel
wrecking bar
wrench
yard

151

Woodworking

Woodworking can be so interesting and challenging that you really never finish. Making beautiful and useful things out of wood is limited only by your interest and imagination.

WOOD STUDY IDENTIFICATION:

Collect wood specimens from ten (10) different kinds of trees from your community. Each specimen should be about two (2) inches in diameter and about twelve (12) inches long. Store wood specimens in a safe, dry place and allow them to season with bark on for several weeks. Then saw three (3) inches off each end. Next, place the wood upright in a vise and saw down through the middle for about one-third (1/3) the length of the piece of wood. Then undercut at an angle of forty-five (45) degrees until the first cut is met. The cut surfaces will show growth rings. Sand the cut surfaces smooth and shellac.

Mount wood specimens on a board about six (6) inches wide, 1/2 to 3/4 inch thick and forty-two (42) inches long. Fasten each wood specimen with a screw from the back side of the board. In front of each specimen, place a label card on the board listing the common name, scientific name and main use of the wood.

Members who wish to continue this project after completing the first year of requirements should, each year, collect, identify and mount wood specimens from ten (10) different kinds of trees.

WHAT IS WOOD?

First, wood is to a tree what beef is to a cow. Wood is a cellulose material that was once a living thing - the tree. After the tree is cut from the forest, it goes through the sawmill where it is cut into "boards" or goes through a plywood mill where it is cut into veneers and made into plywood. These two things - "boards" or lumber and plywood are what we call wood and the material you are working with.

A LOOK INSIDE OF WOOD

A tree is about 60 percent cellulose, quite like the cotton boll, and 28 percent lignin, a cementing material. The other 12 percent is made up of sugar and extracts. The extracts are what gives the wood its color and smell, like the red color in cedar.

A piece of wood is full of tiny holes or tube-like things that run longway or up and down the tree. The tree is made up of what we call fibers and these small thread-like items are held together with the cement-like material (lignin). These fibers or "grain-of-the-wood" is the reason the wood will split one way easier than it will the other way.

STRUCTURE OF WOOD

The growth layer (cambium) is a thin layer in which all the growth of wood and bark takes place. It is located between the sapwood and bark. The layer is so thin you need a microscope to see it.

The inner bark is soft and moist. It carries food to all growing parts of the tree. The outer bark consists of dry dead cells. It protects the growing parts from outside injury.

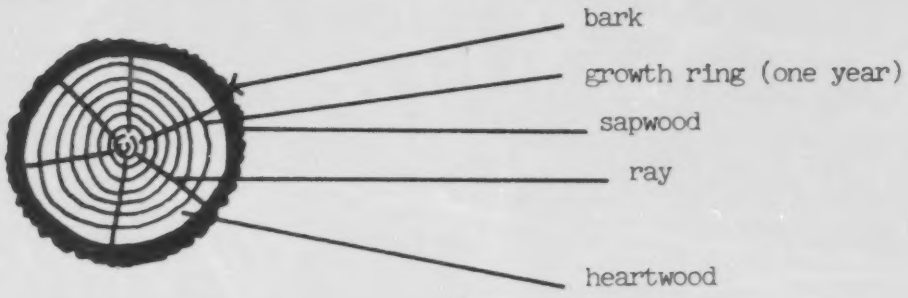
The sapwood or layer next to the bark, is usually lighter colored than the rest of the wood. The sapwood contains living cells and acts as a storehouse for the tree's food.

The heartwood is generally darker in color than sapwood. Early in the tree's life it was sapwood too. But as the tree grew, the cells of the inner layers of sapwood died and turned into hardwood. Heartwood is strong and helps hold up the weight of the tree.

Pith is a soft center in the tree. It may be round, oval, three-cornered or star shaped. It is usually less than 1/4 inch across. It is the soft tissue about which the first wood growth takes place in newly formed twigs.

Rays or strips of cells extending from the center of the tree to the bark carry sap across the grain of the tree. In some woods the rays are extremely small and in others they are very large.

DETAILS TO LOOK FOR WHEN IDENTIFYING WOOD



KINDS OF WOOD

You will be using two kinds of wood: (1) softwood and (2) hardwood. You should know these two woods and know the main differences between the two. Lumber or wood which comes from trees that have needle-like leaves and produce seeds in some kind of cone is softwood. Examples of such trees are pine, cedar and cypress. These trees are known as conifers.

Lumber or wood which comes from trees that have broad leaves that fall off in winter is called hardwood. Examples of hardwood trees are oak, maple, ash and walnut. These are known as deciduous.

Use the thumbnail test to see if you can separate hardwood from softwoods. Push down hard with the thumbnail and push it across the grain (across the board) of a smooth piece of wood. The alternate layers of soft spring wood and hard summer wood of most softwoods will give a bumpy feeling to your fingernail. Your thumbnail will glide smoothly across the grain of the hardwood.

HOW TO MEASURE AND BUY LUMBER

Now let's see how we measure lumber. Lumber commonly cut and sold as boards and planks is rough-sawed to nominal size and dressed to actual size. The

dressed or smooth lumber is the type you will be working with.

One inch thick boards that you will buy from the lumber yard will be less than one (1) inch. It will be approximately 3/4 inch. The width of the board will be somewhat less than the stated width. For example, if you buy a 1" x 8" piece of softwood lumber, the piece will actually be 3/4 inch by 7 1/2 inches. Always be sure to check the actual dimensions of the lumber you are using.

Lumber is normally measured and sold by the board foot. A board foot is a piece of lumber one inch thick, twelve inches wide and twelve inches long (1" x 12" x 12"). This would be the nominal dimension, but actually it would be 3/4 inch thick, 11 1/2 inches wide and 12 inches long.

Two simple formulas are given in figuring board feet. The first is used when the length is given in feet:

$$\frac{\text{T" (Thickness) X W" (Width) X L' (Length)}}{12} = \text{BOARD FEET}$$

When the length is given in inches, the following formula is used:

$$\frac{\text{T" (Thickness) X W" (Width) X L' (Length)}}{144} = \text{BOARD FEET}$$

Either of these formulas can be used. Remember to divide by 12 if the length is given in feet. Divide by 144 if the length is given in inches.

To find out what a piece of pine lumber 1" x 6" x 8" would cost, first determine the board feet. Then multiply this times the cost. Let's try it at $300 per M. This is the same as 30¢ per board foot.

1. $\frac{\text{T" X W" X L'}}{12} = \text{BOARD FEET}$

   $\frac{\text{1" x 6" x 8'}}{12} = 4$ board feet

2. 4 board feet x 30 cents per foot = $1.20

HOW TO MEASURE AND BUY PLYWOOD

What is plywood? Plywood is real wood manufactured into large (4' x 8') sheets or panels. Logs are peeled to form thin pieces of wood called veneer. These veneer pieces are stacked on top of each other, glued together and usually cut into 4 x 8 foot panels. A piece of plywood will have an odd (1,3,5) number of veneer and the veneer sheets will be placed so the grain of one will be opposite or at right angles to the other. This gives plywood extra strength.

Plywood is made in two types: (1) exterior and (2) interior. There are several grades within each type. The type refers to the glue bond used between plys. For your purpose the interior type or the kind used inside buildings will be satisfactory. The grade of the interior type that you will need depends on your particular use.

After you bought your lumber of plywood (either softwood or hardwood) and decided what to make, you put it on paper with correct size and dimensions. Now

that you have all the pieces cut you are ready to assemble the object or "put the pieces together".

USING WOOD FASTENERS

Pieces of wood can be joined together in a variety of ways. Glue is considered to be a fine means of assembling wooden parts for some types of woodwork. You will learn about glues and their uses. Screws have an important role as wood fasteners and nails are used in the greatest quantity of all. There are many special metal devices for assembling wooden parts and new ones are coming out all the time. A variety of metals are used in the manufacture of woodfastening materials and many industries have been developed to manufacture them.

NAILS

A man in the United States obtained the first patent for a nail-making machine. The first machine-made nails were of steel. They were really "cut nails", cut from a tapered plate. The nails were cut one after another from the edges of the metal plates. Today you might think these early nails look square and much smaller than the nails we now use. Yet many buildings made with these square nails are still standing.

Modern nails are made from wire and shaped in special hard-steel dies to form the heads and points; they are placed in a tumbler with sawdust to remove the oil and grease. This tumbling operation also polishes them. Modern nail factories have as many as 250 nail-forming machines going at once. Each machine can produce between 150 and 350 nails per minute, depending on the size being made. At the factory the nails are packed in kegs and cartons of 50 to 100 pounds and are labeled for easy identification by the consumer. In hardware stores and lumber companies nails are usually sold by the pound.

There are many kinds of nails, each designed for a particular use. The ones you should recognize are so common that everyone ought to be familiar with them. They are box nails, common nails, casing nails, finishing nails and brads.

You ask for a size of nail by the term penny. When writing it on an order, most people use the short symbol (d). One pound of 8-penny nails may be written as 1 lb. 8d nails.

COMMON NAILS

Common nails are larger in diameter and have wider heads than some other nails. They are used almost entirely in rough carpentry work.

BOX NAILS

Box nails are not as large in diameter as common nails but they too have wide heads. Originally they were made for box and crate construction, but today carpenters often use them in constructing buildings in order to save money. There are more box nails in a pound and they do not split brittle woods as often as thicker nails. However, with their easier bending and thinner bodies, you must have more skill to drive box nails into wood without bending them. They are seldom used for finishing work.

FINISHING NAILS

Finishing nails have a more slender body and are supplied in smaller sizes than box nails. They are used where larger nails would split the wood and smaller nails are adequate. These nails are used for furniture and other fine woodworking.

FINE NAILS OR BRADS

These are available in flat or finish heads in sizes from 1/2 inch to 1 1/4 inch in length and in several different gauge diameters. Used in fine cabinet or hobby work.

FLOORING NAIL

Used to nail flooring down.

SHINGLE NAIL

These nails are used in putting on cedar shingles.

DUPLEX HEAT NAILS

These nails are used on concrete forms, scaffolds and other types of temporary construction. The extra head permits easy withdrawal of the nail.

FETTER RING NAILS

These are used when holding power, permanence and strength are of primary importance. They provide maximum resistance to withdrawal, tightly engaging all wood fibers in driving.

LEAK PROOF ROOFING NAILS

Leak proof roofing nails are used in applying galvanized roofing. The mushroom head spreads and forms a perfect seal.

SELECTING NAILS

- LENGTH - a good rule of thumb is to use a nail twice as long as the first board is thick.
- STYLE - use a type of nail in keeping with the requirements of your finished product, such as finishing nails for furniture and finishing work; common nails and box nails for general construction and special nails for holding power where vibration and strength are factors.
- SPECIAL USE - if moisture is present be sure to select rust-proof nails.

SCREWS

Screws are made of steel, brass, bronze and copper. They are also made of steel coated with nickel or zinc.

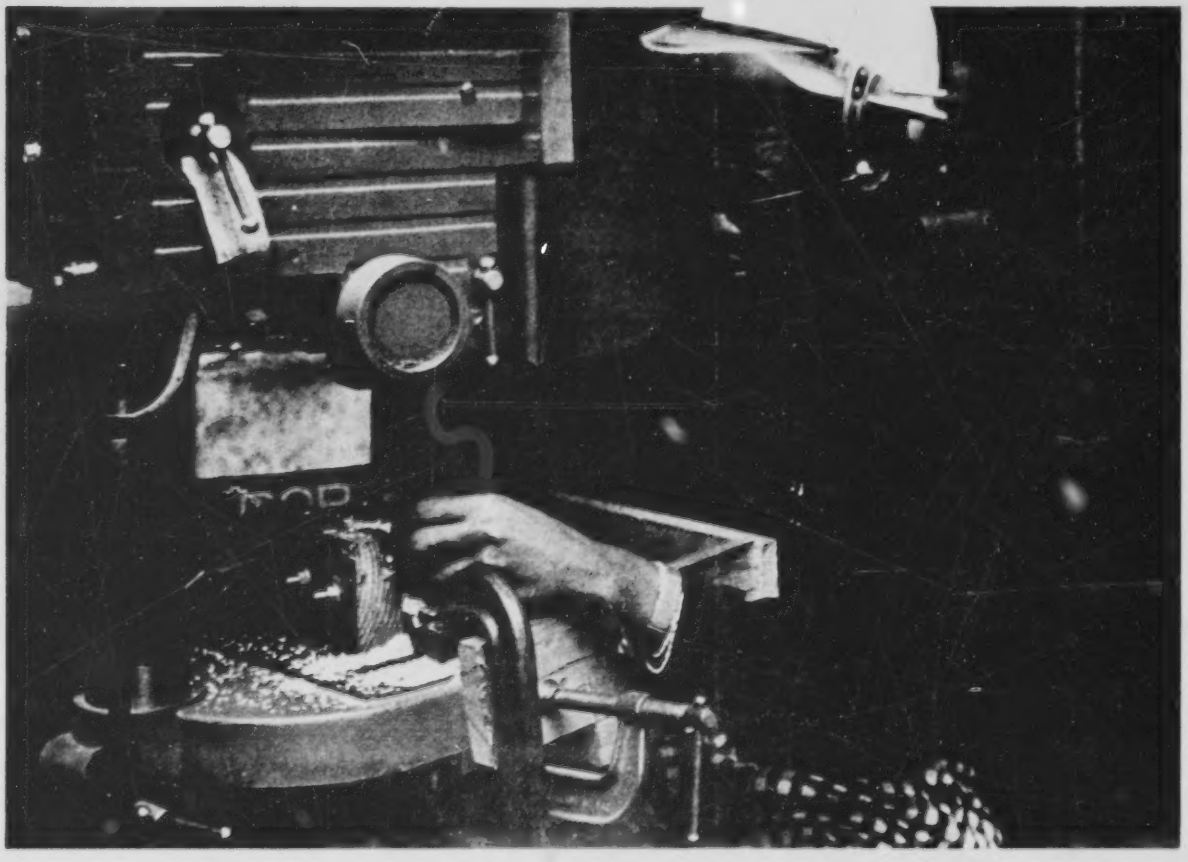
Some of the more common screws are: flathead, roundhead, oval head, lag screws, drive screws, screw hooks and cup screws. Screws are packed in cardboard containers which hold one gross each. They may also be purchased in smaller amounts.

It will help you to know how screws are identified, classified and sold. They are made in lengths from 1/4 inch to 5 inches and in wire gauge sizes from 0 to 24. You need to remember that the wire gauge of screws is just the reverse of nails - the higher the numbers the bigger the screws.

The gauge of a screw tells the "shank" or diameter as measured under the head. When you buy screws, give the length, shape of head and type of metal you want.

Zinc, cadmium or nickel are used for coating screws for resistance to rusting. Brass screws are used to resist the corrosive effects of salt water. Chrome-plated and brass screws are also used for decorative use.

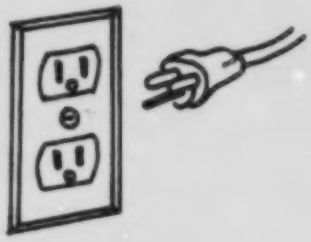
Pilot holes are recommended when using wood screws in soft wood, such as pine and fir. The size of the pilot hole should be equal to the root diameter of the screw.



Safety

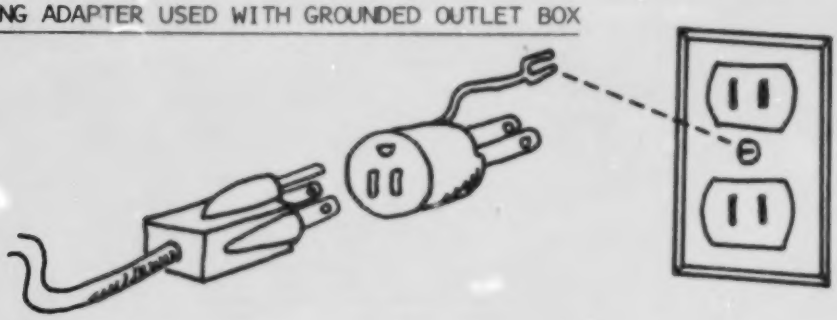
When working with power tools, safety is very important. Be sure every electric tool you use is properly grounded to protect you from electric shock. This can be done by connecting the tools to the power source with a cable or cord that has three conductors. The third wire, which is green and attaches to a third blade of the attachment plug, safely grounds the tool. The three prong grounding plug fits into grounding type receptacles.

GROUNDING TYPE RECEPTACLE



Adapters are available for use with two prong or two wire receptacles until the grounding type receptacles are installed. The green grounding wire which extends from the side of the adapter must be connected to a permanent ground. A properly grounded outlet box, conduit, water pipe , or an eight foot rod or pipe driven into the ground will serve as a permanent ground.

GROUNDING ADAPTER USED WITH GROUNDED OUTLET BOX



If your tool is equipped with a two blade attachment plug have it replaced with a three blade grounding type attachment plug. The cord may have a third wire in it. If not, have the cord replaced with a three wire cord. If this is done, one end of the green wire must be permanently attached to the tool housing and the other end to the grounding blade of the attachment plug.

NOTE: Some manufacturers are now making portable electric tools with a specially insulated motor and switch housing. These units have a two wire cord and are approved by Underwriters Laboratories. It is important to have a tool bearing the UL label on the unit rather than just on the cord.

USE AND CARE OF PORTABLE POWER TOOLS

If it is true that "a man is known by the company he keeps"; it is quite true that "a craftsman is known by the tools he keeps" and how he keeps them. A good tool is a life-long investment and the craftsman's best friend. Treat your tools well and you will be repaid a thousand times in the results you obtain from their use.

Very few woodworkers, professional or amateur, use only hand tools. Most of the cutting, shaping, jointing and sanding is done by machine. This makes the work easier and faster. The purchase of the tools for the shop should be given the same consideration as the purchase of any other labor saving tools.

The use of power tools increases the hazard of accidents. However, power tools can be used safely if the operator knows the jobs for which the machine was designed and follows the recommended safety rules.

PORTABLE ELECTRIC TOOLS

Portable electric tools are very useful tools. They are light in weight and compact in design. These characteristics make them very desirable for use on many construction and repair jobs. From the standpoint of electrical safety, it is important to have a tool bearing the UL label (Underwriters Laboratories) on the unit rather than just on the cord. Tools are now available with (1) the three wire grounding type cord and attachment plug or (2) with a specially insulated motor and switch housing and a two wire cord.

Several manufacturers are marketing electric drills which carry their own rechargeable batteries. This eliminates the hazard of electric shock and the inconvenience of cord to the power supply. However, the drill is still expensive.

PORTABLE ELECTRIC SAW

The portable electric hand saw will do many of the sawing operations mentioned in the section on circular saws. Because it can be easily carried around, it can be used for many tasks on the construction job. If carelessly handled, it could come in contact with most any part of the body and cause injury.

SAW USE

To start a cut, rest the front edge of the saw foot on the stock and line up the blade with the cutting line. Before starting the motor be sure the blade teeth are not in contact with the work and lower blade guard is free and in position. Press the trigger to start the saw. Guide the saw through its cut with firm pressure. Do not force the saw. Too much force will actually slow down the sawing operation and overload the motor.

If the motor should stall, do not release the switch but pull back the saw until the blade regains its normal speed. Then, either shut off the motor or start the cut again. This procedure will reduce the burning of the switch contact points and in that way will increase the life of the switch.

A rip fence is desirable if one has a lot of stock that is to be ripped to a uniform width.

Most saw manufacturers sell a saw table that converts the portable saw into a tilting arbor table saw.

Follow the manufacturers recommendations for lubrication and maintenance.

SAW SAFETY

Disconnect the saw cable plug from the socket before making adjustments, changing blades, lubricating or inspecting the saw. Always disconnect the plug when the saw is not in active use.

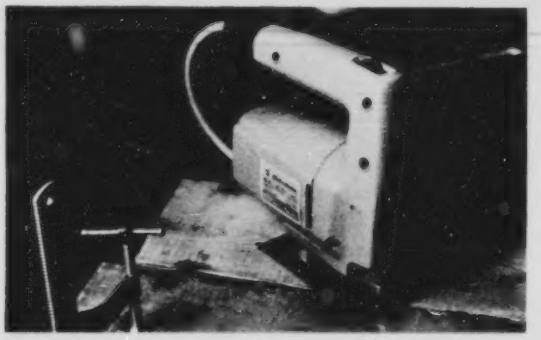
Never carry or drag the saw around by the cord. Keep the cord clean and free of grease and oil.

Use the proper blade for the material to be sawed. Use only sharp blades. Check for saw wobble before starting the blade.

Never lay the saw down when the blade is still in motion.

PORTABLE JIG OR SABER SAW

The portable electric jig saw makes about every cut imaginable. It will cut straight lines, curves, short radius circles and irregular shapes in wood up to 1 inch thick or more, depending on the tool. Saw blades are available so they can be used on metal, plastics, composition board, rubber, etc. Tables with miter gauges and rip fences are available for use with some models. This converts them to stationary type tools.



SAW OPERATION

Grasp the tool firmly. See that the blade is free before turning the switch. Rest the front of the shoe on the work and then line up the blade with the cutting line. Advance the saw through the cut with firm, downward pressure on the shoe and feed with enough forward pressure to permit the blade to cut freely.

To make a pocket cut in wood, tilt the tool forward on its nose and gently, but firmly, draw the blade forward in a succession of strokes about 1 1/2 inch long. Cut a little deeper with each stroke. After cutting through the material, operate the tool in the normal position.

RECIPROCATING SAW

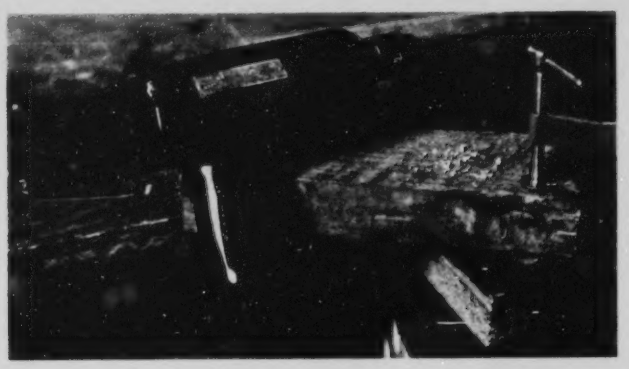
The reciprocating saw is a modification of the portable jig or saber saw. It is designed for use with longer blades so it can cut material up to 6 inches thick. However, it might be difficult to guide the saw to obtain a smooth, true, accurate cut at this thickness. It is also more difficult to hold for accurate, uniform angle cutting.

PORTABLE ELECTRIC DRILLS

Drills are available in 1/4", 3/8" and 1/2" sizes. Generally speaking, the larger the drill the more expensive it is, the slower it runs and the more torque or twist it develops. For example, if a twist drill in a 1/2" heavy duty drill would suddenly become stuck, the torque of the drill could jerk your arm enough to sprain a muscle.

The 1/4" drills develop from 1/8 to 1/4 horsepower depending upon quality and design. The 3/8" drills range from about 1/4 to 1/3 horsepower. The power of 1/2" drills varies from 1/3 to 3/4 horsepower.

Drill stands and many other accessories are available for use with the drills.



PORTABLE ELECTRIC SANDERS

The disc sander is suitable for rough sanding, paint removal, etc. It does not work well for fine finish sanding, because it tends to leave circular marks on the finished product.

The belt sander is usually the most expensive, the heaviest and most rapid cutting. The cutting action is done by a sanding belt which runs over two pulleys. This belt runs at the rate of 800 to 1100 feet per minute. The size of the machine is indicated by the width of the sanding belt used. A belt sander that uses a belt 4" wide is called a 4-inch belt sander.

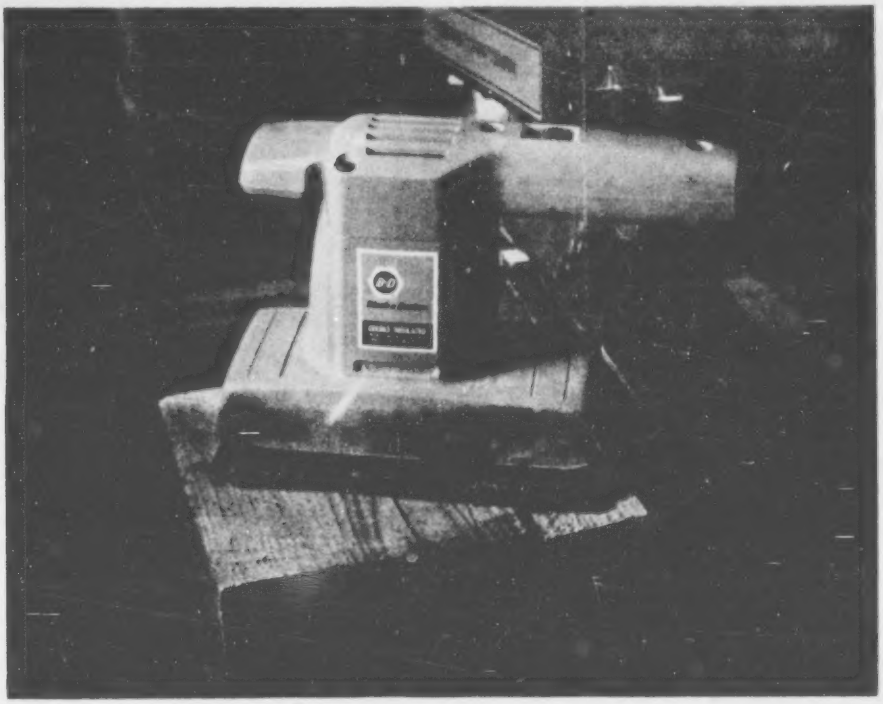
USING THE SANDER

Be sure the switch is in the OFF position before connecting the electric plug to the outlet. Lift the sander off the work before starting or stopping the sander. Allow the sander time to reach operating speed before bringing it in contact with the work. Hold the tool firmly and use it freely without necessary downward pressure. The weight of the sander is enough in most cases.

To smooth a very rough surface use a coarse abrasive and run the sander diagonally across the grain of the wood. Then, before changing to the fine abrasive finishing operation, smooth the surface by guiding the sander back and forth with the grain. In the finishing operation be sure to sand with the grain of the wood.

Always use the proper abrasive material for the job at hand. Lubricants and maintenance for sanders are recommended by the manufacturer.

There are other power tools referred to as stationery power tools. These include items as circular saws, cross cut saws, jointers, band saws, drill presses, etc.



DRIVE AND PULL NAILS ..... JOB TASK

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to hold hammer correctly	a, c, d	easy
2.	Ability to recognize correct hammer	a, c, d	easy
3.	Ability to hold nail correctly	a, c, d	easy
4.	Ability to drive nail	a, b, c, d	easy
5.	Ability to straighten nail	a, b, c, d	moderately difficult
6.	Ability to pull nails	a, b, c, d	moderately difficult

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

JOB TASK ..... CONVERT LINEAR MEASUREMENTS

NO.	SKILLS NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to add	a, b, c, d, e	easy
2.	Ability to subtract	a, b, c, d, e	easy
3.	Ability to multiply	a, b, c, d, e	moderately difficult
4.	Ability to divide	a, b, c, d, e	difficult
5.	Ability to recognize word inch	a, b, c	easy
6.	Ability to recognize word foot	a, b, c	easy
7.	Ability to recognize word yard	a, b, c	easy
8.	Ability to recognize the symbol for inch	a, b, c	easy
9.	Ability to recognize the symbol for foot	a, b, c	easy

NUMBER: Order or sequence

SKILLS: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

MEASURE LUMBER ..... JOB TASK

NO.	SKILL NEEDED TO PERFORM TASK	TYPE PERFORMANCE	LEARNING DIFFICULTY
1.	Ability to use ruler	a, b, c, d	easy
2.	Ability to distinguish between 1/16" and 1/8"	a, b, c, d	moderately difficult
3.	Ability to measure lumber accurately	a, b, c, d	difficult

NUMBER: Order or sequence

SKILL: Describe manual and/or mental skills

TYPE OF PERFORMANCE:

A. Discrimination - knowing when to perform skill and when skill is performed

B. Problem Solving - how to decide what to perform

C. Recall - knowing what to do and why to do it

D. Manipulation - how to do it

E. Communication - how to say, record or comment

LEARNING DIFFICULTY:

Easy
Moderately difficult
Difficult
Very difficult

Wood Finishing

A knowledge of painting and finishing wood is an important part of the advanced woodworking projects. The beauty of any piece of wood can be greatly enhanced by a proper finish correctly applied. The appearance of the less attractive woods can also be greatly improved by the application of a suitable finish. To apply these finishes there are specific steps that must be taken and certain techniques that must be learned.

We put a finish on wood for two reasons; protection and decoration. The finish will help protect the wood against wear and damage that is likely to occur. It will also help in stabilizing the moisture content of the wood which will in turn aid in keeping wood from cracking and warping. The finish will, of course, make the wood more attractive and fit the color scheme in which the wooden item is to be used. Natural finishes help to bring out the natural features of the wood itself such as the grain, color and growth pattern.

SANDING AND PREPARING WOOD

No matter what type of finish is to be applied, be sure the surface of the wood is prepared. Sandpaper is used to give a smooth surface to your work. Do not use it until you are certain that edging tools are no longer necessary because sand left in the pores of the wood will dull a plane or saw used later.

REMINDERS WHEN USING SANDPAPER

1. Always use a sanding block when sanding a flat surface. Wrap around a double rod for sanding curved surfaces.

2. Always sand with the grain of the wood to prevent cross-grain scratches.

3. Do not use sandpaper which is too coarse for the kind of wood being sanded. Hardwood will stand a coarser grit than softwood without scratching. Number 1/2 is usually coarse enough for first sanding, then follow with Number 0 and finally 00 or finer.

4. Before using sandpaper draw it over the edge of a bench or board. This "limbers" the paper so it can be rolled or creased without cracking.

After the sanding there still may be some patching of holes or dents, removing grease, oil or dirty spots before the finish is applied. You can take out grease spots and other discolorations from oily or sweaty compounds with a cloth dipped in turpentine or paint thinner. Sometimes dents spoil the surface. If this happens, wring out a piece of wet muslin and lay it on the dented surface and press it with a hot iron. This light pressing often swells the wood enough to draw the dents out. Sandpapering will then level the surface.

Filling cracks and holes is difficult and takes patience and time, but it is so important that you will want to do it with care. Sometimes you can plug a large hole or a knothole by cutting a piece of wood to fit the hole and gluing it in. Sandpaper the glue, using a block, to make it level with the main surface.

Hide nails by using a nail punch to drive the nail head below the surface

of the wood. Fill the nail holes, cracks and crevices with a commercial filler that can be readily stained. When you do this type of crack filling put more than enough crack filler on the wood, then level it with fine sandpaper and a block so it matches the surface of the wood perfectly.

TYPES OF FINISHES

Basically, there are two types of finishes for wood. There are (1) transparent or natural finishes which include shellac, varnish, lacquer and synthetics, and (2) opaque or paint (color) which includes paints and enamels. These two types of finishes will be discussed separately so you can follow, by steps, the method you prefer to use.

NATURAL FINISHES

Stains are used on wood to beautify and intensify the natural grain of the wood. Staining will only add color and is not intended as a finish coat. You should cover and protect highly finished, stained articles with a clear shellac, sealer or varnish. The most popular stains for the amateur craftsman are the pigmented wiping stains. These are available in a range of colors which can be used as they come in the can or mixed to produce any desired color. Such stains, if properly made, will not raise the grain of the wood. These pigmented wiping stains are usually made from mineral pigments which produce permanent colors. They are very easy to apply and enhance the beauty of wood grain.

The first step in applying a pigmented wiping stain is to try the stain on a scrap of the same wood type you plan to finish. This will help you to see the way the stain looks. If you want a lighter color, reduce the stain with paint thinner or turpentine, testing after each reduction.

When you have decided on the color, apply the stain with a brush or any lint free rag. Fold the rag into a pad, dip it into the stain, and apply generously and quickly, working with the grain of the wood. Allow the stain to "take" for a few moments. Wipe off the excess and even out the color with a dry, lint-free rag. Work the rag with the grain of the wood until the surface looks reasonably dry and the color is clear and even.

For best results do one piece (such as a leg) at a time. Apply the stain and wipe it off before starting the next area. Stain the top of the piece last. Allow the stain to dry over night before applying the next coat of finishing material.

FILLING

The next operation concerns only those woods which are porous. As a general rule the following require filling: walnut, mahogany, birch, poplar, cherry, oak and any of the imported Oriental, South African or Indian woods. These woods have a surface pore which requires filling for perfect finishing.

Woods which generally do not require filling are: pine, maple, beech, gumwood, sycamore, basswood and cottonwood.

The amateur craftsman should always select a wood filler which has a slightly darker color than the stained color of the wood. The lighter filler causes a

bleached appearance, but a darker one sharpens the color and accentuates the grain of the wood. In general, one mahogany filler, one walnut filler and one natural filler should be enough to match any other color. Remember, these can be blended to make many other colors.

Use a paste wood filler over the stain after it has dried properly. Reduce the filler with V.M.P., naptha or turpentine to a thin consistency so you can brush or wipe it into the pores. The first brushing movement is parallel to the grain with the final movement across the grain. Brush or wipe the filler well into the pores of the wood, or the finish will become sunken, flattened out or dull.

After this operation is complete, the solvents begin to evaporate. This usually takes 10 to 20 minutes. When the solvents have completely dried, a flatness appears. Using a rough cloth, burlap, or soft paper toweling in a circular motion, wipe off the excess filler paste. Do the final wiping of the filler with care so none of the excess remains on the surface, or the finish will look cloudy or muddy when completed. Use cotton waste or soft toweling to remove the left-over filler from corners, joints and crevices.

Do not make your paste filler too thick. A thin mixture does a better job. Many woods have such an open pore that a second filling will be needed. Do this in the same way as the first application, using a thinner filler. However, allow another 24 hours of drying time before adding finishing coats.

Allow filler to dry at least 24 hours in a warm place. If you do the filling in a cold room it may never dry enough to hold up under the solvent attached to the finishing coats. Later on it will shrink. leaving a hungry, open-pored finish. For an "old world" antique finish or an English oak finish, perfect filling is not needed and a thinner solution of filler and solvent may be used.

SEALING

Sealer is used to prevent the wood from absorbing too much surface coating material. It also prevents some stains and fillers from bleeding into the surface coating. This is especially important after using an oil stain. Shellac is the oldest type of sealer, but other good sealers are recommended by the stain and varnish manufacturers.

Shellac is produced by small insects known as Coccus Lacca. These insects are around the size of an apple seed and feed upon trees in Southern Asia. As the insects feed on the trees, they secrete a fluid known as "lac". This hardens around the twigs of the trees. Twice a year the natives gather this lac, process it and ship it in dry form.

The dry shellac is dissolved in alcohol at definite proportions for different uses. The most common proportion is four pounds of lac in one gallon of alcohol. This mixture is then called a four-pound cut.

Shellac is orange-brown in color in its original state. White shellac is also available. It is made by chemically bleaching the orange shellac. Orange shellac is tougher and slightly more difficult to apply. It will discolor or darken light wood. White shellac is better for general use and is used extensively as a sealer, liquid filler and as a final finish.

Shellac to be used as a sealer should be thinned with two parts by volume

to make a so-called "wash coat". Shellac brushes should be cleaned with alcohol. After the sealer is dry, sand lightly with fine sandpaper before applying the surface coating.

FINISH COATINGS

Varnish, lacquer, shellac, linseed oil and wax are often used as finish coatings. Varnishes and lacquers give a lustrous, hard surface with the least effort. Lacquers dry more rapidly but require more applications than varnish.

Varnish has had the reputation of yellowing with age. This was rather typical of the oleo resin varnish. However, this has been partly overcome with the use of the aklyd resin varnishes.

Varnishes can be made to dry dull (satiny) to resemble rubbed varnish. This finish, however, is not as beautiful as that obtained by careful rubbing. The gloss varnish sheen can be reduced by rubbing.

HOW TO APPLY A VARNISH FINISH

1. Flow varnish on with a fine bristle brush.
2. Make sure that each coat is thoroughly dry before sanding and before succeeding coats are applied.
3. Sand lightly between each coat with fine sandpaper.
4. Apply and dry varnish in a room at a temperature of 70 degrees F. or above. Keep the room as free of dust as possible.
5. Apply several thin coats rather than a few heavy coats.
6. Thin varnish with turpentine.
7. Use turpentine to clean brushes that are used to apply varnish.

OIL FINISH

The oil finish has been used for years. Little skill is needed to produce a good oil finish, but a great deal of effort and patience is demanded. A good finish requires several weeks and a good deal of rubbing. Materials for an oil finish are not expensive and the finish is easily repaired if damaged. Several procedures and formulas may be recommended, but they will all produce a good finish.

HOW TO APPLY AN OIL FINISH

First Coat: Mix 1/4 cup of linseed oil with 1/2 cup of turpentine. Apply with a soft cloth and rub until dry. If the surface is not rubbed dry it will become sticky. If this happens the wood must be cleaned with turpentine and the procedure repeated.

Additional Coats: Usually at least four coats are necessary. Mix 1/2 turpentine and 1/2 linseed oil for several additional coats. Mix 1/3 turpen-

tine and 2/3 linseed oil for the final coat.

Apply the mixture with a soft linen or woolen cloth. Rub vigorously until the wood has absorbed as much oil as possible. This usually takes about 15 minutes. Wipe off the excess oil and rub until dry. Each coat must thoroughly soak into the wood before another coat is applied. Under dry warm conditions, allow at least two days between the first and second coats. More time should be allowed between each successive coat.

RUBBING

Varnish gloss can be reduced by rubbing with pumice stone and water or polishing oil. Fine waterproof sandpaper and water may also be used. The final sheen varies with the fineness of the abrasive. Coarse powders make a cull surface and fine powders make a bright sheen. To produce very smooth surfaces with a high polish, the final rubbing is done with rotten-stone and oil.

POLISHING

Waxes have been used for years as a protection for other finishes. A thin layer of wax rubbed until dry and hard will give long-lasting protection to the finish. Waxes need to be renewed from time to time to maintain a fine appearance. Wax will not withstand water or excessive heat.

PAINT FINISHES

To realize the importance of paint, remember that a film only a few thousandths of an inch will protect and beautify a surface for many years. Of course, paints are made to do a particular job on a particular surface.

CHARACTERISTICS OF PAINT

Paint may be refined as white, black or colored material which, when applied to a surface in liquid form, dries to a solid and is a continuous film. It consists of one or more pigments which give it color and of oil and other organic compounds which form the film, or "binder", which hold the pigments in it. Paint also contains solvents or thinners which make the paint fluid enough to apply easily and driers to make the film dry rapidly.

Paints of all types have two basic jobs to do. Most important of all is to form a protective coating which preserves surfaces from the harmful action of wind, rain, snow, ice, heat, cold and sun. Their second job is to give a decorative coating which adds brilliance and color, warmth and interest to an object.

FINISHING DO'S AND DONT'S

Put enough paint on new work. Apply paint thinly when repainting.
Do not paint too often.

After the priming coat, cover all knots or sappy places with shellac before the second coat is applied.

Break in new brushes on the priming coat after soaking them in linseed oil overnight.

Clean shellac brushes in alcohol only.

Clean varnish brushes in turpentine; lacquer brushes in lacquer thinner.

Keep brushes in a place that is not too hot. Heat will cause them to curl or shrink. Suspend them in raw linseed oil or paint if they are to be stored overnight. If brushes are not to be used for some time, clean them in turpentine, thinner or kerosene. Always complete the cleaning by washing them in soap and water. Wrap them in paper and lay flat. Never leave them standing in paint or varnish.

Never use a paint brush for dusting if it is to be used later for painting. The dust will get into the bristles and then into the paint.

Cover all paint cans at night. Do not add gum turpentine until just before brushing the paint. Otherwise, the gum turpentine will evaporate and leave the paint thick for brushing.

Stir paint often when it is being applied.

Use filler after the priming coat has been applied.

WHICK KIND OF FINISH IS BEST FOR WHICH KIND OF WOOD?

	NATURAL	STAINED	BLONDED	COLORTONED	ANTIQUED	ENAMELED
Mahogany	AA	A	B			
Walnut	AA	A	A			
Cherry	AA	A				
Maple	B	AA	AA	A		
Birch	B	AA	AA	A	A	
Oak	B	B	AA	AA	B	
Sycamore	C	B	B		A	AA
Elm	C	A	A	A	B	A
Ash	C	A	A	A	B	A
Pine	C	AA	A	AA	A	A
Teak	AA					
Gumwood	C	B	C	B	A	AA
Tropical Hardwood	B	B	AA	AA		

AA - Ideal
A - Excellent
B - Good
C - Acceptable

Blank spaces indicate undesirable finish for the species of wood.

Joints

Nearly all articles or pieces of furniture that you will make have more than one part, so it will be necessary to join the various parts. The attractiveness of your completed article will be determined largely by the care with which you make the joints.

Make the cuts accurately so that the parts will fit together very closely. The parts then must be held together by some kind of fastener.

Not only must the joints be neatly constructed, they must also be strong. The ideal joint in woodwork is as strong as the pieces that are joined together.

HOW TO MAKE NEAT JOINTS

You must be skillful in the use of the tools.

The layout of the joint must be accurate so the parts will fit snugly.

The cuts must be made accurately and smoothly.

The butting edges of the boards must be smooth and even.

The fastener used must be suitable for the article on which it is used, and it must be applied with care.

TYPES OF JOINTS

Edge joints, in which the edges of two or more boards are joined, are used to form a corner, as in a box.

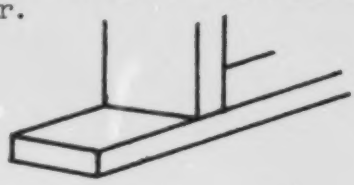
Many of the more common types of joints are illustrated and described. You will want to become skillful in making the easier ones. The best way to improve your skill in joining pieces of wood is by practice. Make a few practice joints with scraps of wood before attempting to use them in your project.

You also should study the more complicated joints illustrated. They frequently are used in furniture construction and nice cabinetwork. Learn to recognize them and be able to judge how well furniture and other wooden articles are constructed. Later, when you work with power tools, you will have need for such joints in the cabinetwork you will want to do.

Joint Types

The butt joint is the simplest. It is formed by butting the end of one board against the edge or face of another.

BUTT JOINT



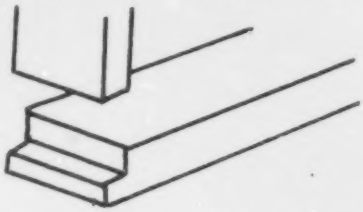
It is used at the corners of boxes and crates. The ends and edges of the boards should be square. Care must be taken when the two pieces are placed together. Use your tray square to make sure that the boards are squared with each other and remain in this position while you drive in the nails or screws.

The miter joint is one kind of butt joint. The joining surfaces fit together at an angle. Picture frames usually are mitered together at the corners. To produce a good miter joint, make the cuts very accurately. It is best to use a miter box for these cuts. Miter joints usually are held together with nails, screws, corrugated fasteners or dowels and glue.

MITER JOINT

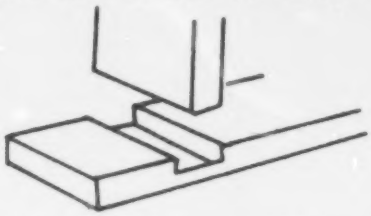
The rabbet joint is much like the plain butt joint. However, in making this joint, the rabbet is cut across the grain of the wood so that each piece overlaps the other. This joint often is used in drawer construction. The sides of the drawers are fastened to the front with rabbet joints. Such joints usually are held together with nails or screws and glue.

RABBET JOINT



The dado joint is much like the rabbet joint, except that the groove is not cut at the end of the stock. Cut the groove just wide enough to allow the end of the second member to fit into it. The position of the joint on the stock often determines the name.

DADO JOINT



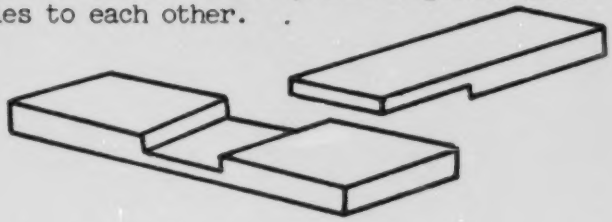
Such joints are frequently used to hold the shelves of bookcases, the steps of a ladder and in other furnishings in which both strength and attractiveness are required.

Lap joints are of several types. The names are taken from their position on the work. The end or corner lap is used in corner construction. It makes a much stronger joint than a plain butt joint.

END-LAP JOINT

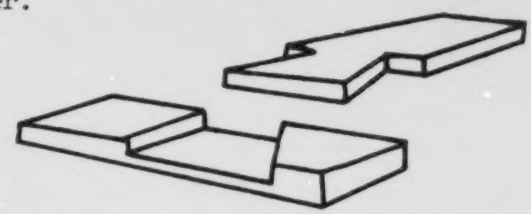
The middle-lap joint is similar to the end lap, except that it is not located at the end of the stock. The two members which are joined together with a middle lap usually are at right angles to each other.

MIDDLE-LAP JOINT



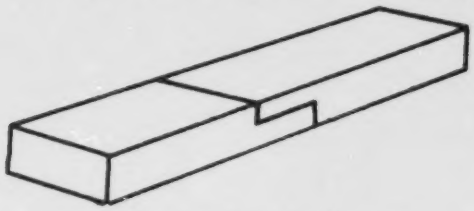
The dovetail-lap joint is similar to the middle lap. It is harder to make but provides a stronger joint. Dovetail joints are used in the construction of fine furniture. Although it is possible to make a simpler dovetail joint by hand, the work usually is done by machine. Look for these joints on furniture and notice how nicely the parts fit together.

DOVETAIL-LAP JOINT



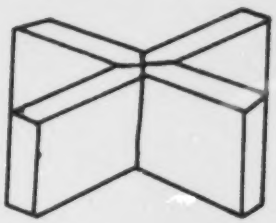
The half-lap joint is used to join the ends of two pieces to increase the length.

HALF-LAP JOINT



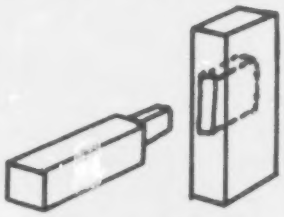
The cross-lap joint is one of the more complicated forms of the lap joint. The two parts are each grooved to one-half their depth and, when assembled, the grooves overlap to form a cross. The bases for pedestal-tables often are made with cross-lapped joints.

CROSS-LAP JOINT



Mortise-and-tenon joints are among the strongest and most attractive if they are constructed so that the parts fit closely. Mortise-and-tenon joints may be used at the ends of the stock to form corners, as in the construction of screen doors or window sash. In the open or slip-type mortise-and-tenon joint, the tenon is exposed on the side and end. The tenon of the blind mortise-and-tenon joint is concealed.

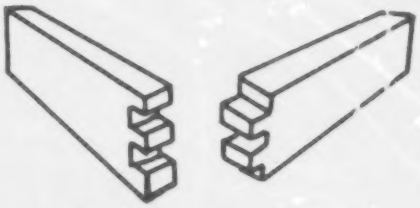
OPEN MORTISE-AND-TENON JOINT



Stub mortise-and-tenon joints are used in furniture where the rails of a table fasten into the legs.

Through mortise-and-tenon joints are made with the tenon extending all the way through the piece to which it is attached.

THROUGH DOVETAIL JOINT

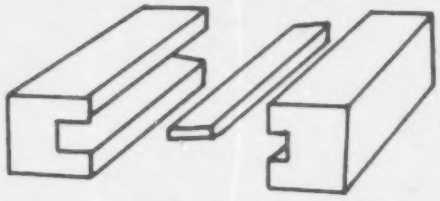


Tongue-and-groove joints are used on flooring and other similar lumber. The tongue of one board fits into the groove of the next one. Hardwood flooring often is made with tongue-and-groove joints at the ends as well as at the edges.

TONGUE-AND-GROOVE JOINT

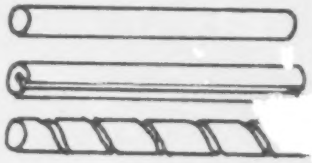
The feather of spline joint is similar to the tongue-and-groove except that the adjacent edges of both pieces are grooved. A strip of wood, called the feather, is fitted into the grooves to hold them firmly in place. Glue may be used in this joint.

FEATHER OR SPLINE JOINT



Doweled joints are similar to feather or spline joints, except round. Wood dowel pins are used instead of the feather to hold the parts together. Dowel rods are round pieces of hardwood, usually birch or maple. They generally come in 2 or 3 foot lengths. The diameter of these rods ranges from 3/16 inch upward. Shorter grooved dowels are used in cabinetmaking, but for the average individual, dowels may be made easily by cutting the desired length from the dowel rod.

PLAIN DOWEL
GROOVED DOWEL
SPIRAL DOWEL



The dowel joint is a secret-type joint that is rather difficult and complicated. It is important that you bore the holes straight; line them up carefully, otherwise the joints will not fit together properly. Use glue with this construction.

The dowel butt joint is used where two pieces of wood are the same thickness. This is done instead of driving nails into the lumber. Holes must be located carefully and care must be taken that the holes are bored straight.

Gluing boards edge to edge to make it possible to increase the width of the stock is an example of a butt joint. Generally, use three dowel pins when a board is more than 12 inches long.

Gluing

Gluing is an important part of wood construction in the woodworking craft. In many instances, durability, strength and appearance of the finished product depend upon the proper selection of the glue and following good gluing techniques.

There are many kinds and manufacturers of commercially prepared glues. Most manufacturers make more than one type of glue; therefore, one must determine the specific product rather than refer loosely to a trade name.

CONDITIONING WOOD

The moisture content of the wood at the time of gluing is very important. The most satisfactory moisture content for the wood at the time of gluing is the same as it will have while in use.

Lumber with a moisture content of five to six percent (5-6%) is generally satisfactory for gluing into furniture, cabinet work, etc. This percentage can be obtained by kiln drying, or approximately so by air drying in the house in winter time, or by drying in a ventilated attic in the summer months for a period of several days or weeks. Lumber for outside use should generally contain from ten to twelve percent (10-12%) moisture before gluing. This moisture content can be obtained by air drying during the summer months.

Wood surfaces to be glued should be flat and smooth, free from machine marks, torn fibers or other surface irregularities.

With most woods, a well made glued joint between two flat side grain surfaces is about as strong as the wood itself. Therefore, the use of dowels, tongue-and-grooved joints and other shaped joints do not add materially to the strength of the joint. However, when an end-to-side grain joint or end-butt joint is made, it is necessary to use irregular shapes of joints, dowels and tenons or other devices to bring side grain in contact with side grain, or to secure larger gluing surfaces.

DIRECTIONS FOR GLUING

Select the proper glue for the probable service conditions to which the glued item is exposed.

Have the lumber conditioned to proper moisture content for intended use.

Read and follow the manufacturer's instructions for the type of glue that is being used.

Make certain that all tool operations on the various parts of the assembly have been completed before gluing.

Before you apply the glue, decide how you are going to apply clamps or other fasteners to hold the assembly together.

Have at hand all the materials you will need before applying the glue.

Apply glue to one or both surfaces as recommended by the manufacturer. Follow recommendations pertaining to the interval between glue spreading and clamping or applying pressure. Be sure to apply adequate and uniform pressure to the glued areas.

Remove the surplus glue squeezed out of the joint before it is dry.

Allow enough time for the glue to set or dry before removing the clamps.

In some instances, further moisture conditions the wood before machining. When edge-to-edge joints are glued, the wood at the joint edges of the boards absorbs water from the glue and swells. If the work is surfaced before the excess moisture is dried out or distributed, more wood is removed along the swollen joints than elsewhere. When the joints dry, the shrinking causes permanent depressions along the glued joints. Therefore, several days' time should be allowed for drying or moisture distribution before surfacing.

FORM	PROPERTIES	PREPARATION & APPLICATION
	ANIMAL & FISH	
Dry powder form and liquid form	High dry strength; low resistance to moisture and damp conditions; stains wood very slightly if at all; good joint filling qualities.	Dry form mixed with water, soaked and melted; solution kept warm during application. Liquid form applied as received. Both pressed at room temperature with a minimum of 70 degrees F.
	POLYVINYL RESIN EMULSION	
White liquid	Generally high in dry strength; low resistance to moisture and damp conditions; joints tend to yield under continued stress; stains wood little if at all; dries fast; good joint gap filling qualities.	Ready to use; applied and pressed at room temperature; minimum temperature 60 degrees F.
	CASEIN & VEGETABLE PROTEIN	
Powder	High to low dry strength; moderate to low water resistance and moderately durable under damp conditions; greater dulling effect on tools than others on this chart; stains some woods badly; good joint gap filling quality.	Mixed with cold water and applied cold; pressed and allowed to set at room temperature; minimum 70 degrees F.
	UREA OR PLASTIC RESIN	
Usually powder	High in both wet and dry strength; moderately durable under damp conditions; stains wood very slightly if at all; poor joint filling qualities.	Dry form mixed with water; applied and pressed at room temperatures with 70 degrees F. minimum.

RESORCINOL RESIN (EXTERIOR GLUE)

Liquid form with catalyst packaged separately	High in both wet and dry strength; very resistant to moisture and damp conditions; stains wood very slightly; dark red in color; poor joint filling qualities; relatively high in price.	Mixed with catalyst and applied at room temperature with a minimum of 70 degrees F; higher temperatures of 110 to 150 degrees preferred for dense wood.

CLERICAL AIDE

TASKS

- General office helper
- Stamp envelopes
- Feed addressograph
- Feed postage meter
- Address envelopes from printed copy
- Wrap packages for mailing
- Stuff envelopes
- Seal envelopes
- Sort papers
- Serialize cards, order by number
- File alphabetically
- Collect papers
- Shelve materials
- Unpack materials
- Sharpen pencils
- Use rubber stamp
- Staple papers
- Remove staples
- Tie with cord and string
- Fold papers
- Cut paper
- Punch paper, two or three ring punch, by hand
- Operate hand duplicator

SKILLS

- Reading
- Alphabetizing
- Ordering by number
- Counting
- Stapling
- Unstapling
- Sorting
- Packing
- Unpacking
- Shelving

READING

Alphabetize names
Read names from sales slip
Names of employees
Street names
Check items against orders
Customer's names
Read sales slip
Items of clothing
All items sold

MATHEMATICS

Compare numbers
Count to 100
Add and subtract
Make small change
Buy stamps
Sizes, weights and measurements
Multiply
Per cent customers

WRITING

Telephone order
List items sold in book
Fill out sales slip

SPELLING

Names of customers
Items sold

ORAL LANGUAGE

Telephone conversation
Polite conversation with customers
Give information

VOCABULARY

alphabetize
alter
authorize
belt
blouse
box
buckle
cash
charge
charge plate
checker
coat
crepe
customer
deliver
department
discount
display case
dress
dust
fabric
fold
fastner
file
floorwalker
foreman
index
inventory
jersey
mail room
mark
merchant
merchandise
message
messenger
numerical
package
post office
purchase
reduction
register
requisition slip
sale
sale check
sales clerk
sale slip
sample
shears
shelves
shipping
shoes
signature
socks
sort
style
suit
supervisor
supplies
ticket
tube
wrap
yarn
zipper

Test 1

OBJECT: To test aptitude in business arithmetic.

MATERIALS: Pencil, answer sheet and scratch paper

••• READ ALL INSTRUCTIONS CAREFULLY BEFORE STARTING TO WORK•••

1. Ability to do basic arithmetic is an important part of work in the commercial and business world. Accuracy and speed are essential. You are to work out the following calculations as accurately and quickly as possible. Neatness and readability of your answers is important.

ADD

4	9	14	136	439	7449	9576	78936
+2	+7	+28	+197	+205	+2178	+5349	+67527

SUBTRACT

5	11	54	729	367	8298	9979	83622
-3	-66	-37	-298	-298	-3483	-7799	-42591

MULTIPLY

5 X 7 17 X 11 63 X 19 175 X 130 328 X 297

4539 X 3219 8764 X 5239 45613 X 138 570933 X 127

DIVIDE

6 ÷ 3 18 ÷ 2 132 ÷ 121 484 ÷ 121 536 ÷ 134

2. Your salary for 23 days was $205.85. How much did you earn per day?

3. A company bought 700 pads for $21.50 and sold them for 5 cents apiece. What was the profit?

4. Your income for last year was $2760. Of this amount you paid 1/5 for rent; 1/3 for food; 1/4 for clothing and 1/10 for other expenses. How much did you save?

5. Make a column of the following figures and add:

$1.35	.43	.79	2.56	5.39	4.16	.26
.49	7.23	11.19	.79	22.33	38.60	.23
4.30	.16	22.19	5.30			

6. If you give the bus driver $1.00 and buy two .40¢ tickets, how much change should you get back?

7. You purchased 50 three cent stamps; 22 five cent stamps; and 9 two cent stamps. How much change should you get back from a five dollar bill?

8. The company that you work for has the following monthly expenses:

January	$358.90	February	305.20	March	428.90
April	398.40	May	356.50	June	360.97
July	210.20	August	215.95	September	380.40
October	428.46	November	519.99	December	640.25

a. What is the annual income necessary to meet the expenses?
b. What is the average monthly expense?
c. What is the average weekly expense?

9. In the following SALES RECORD, find the totals of all sales for each day; and the weekly totals of sales for cash, sales for C.O.D. and sales for charge accounts.

SALES RECORD

DAYS	CASH	C.O.D.	CHARGE ACCOUNTS	TOTALS
Monday	$16.80	$18.45	$12.79	_____
Tuesday	13.56	19.87	16.50	_____
Wednesday	17.17	29.33	27.98	_____
Thursday	14.20	37.55	10.90	_____
Friday	27.30	28.42	15.45	_____
Totals	_____	_____	_____	_____

10. These articles were purchased by your customer at the price shown. In each transaction, a ten dollar bill was used as payment. Record the amount of change you gave the customer for items "B" thru "F". Item "A" is an example. Use the least possible number of coins and bills.

PURCHASE PRICE	1¢	5¢	10¢	25¢	50¢	$1	$2	$5	TOTAL CHANGE
A. $3.75									
B. $7.67									
C. $4.36									
D. $6.24									
E. $1.19									
F. .31									

11. The company ordered this merchandise and you are to determine the cost of this invoice, by item, and total cost.

ITEM				TOTALS
#1	12 yds.	leatherette	@ $1.26 yd.	
#2	7 dz.	#C130 buckles	@ $ .35 dz.	
#3	4 gr.	#A19 snap buttons	@ $5.50 gr.	
#4	350	eyelets, size 2	@ $ .20 per 100	
#5	5	6 tube rotary punches	@ $1.80 each	
#6	4	½ pt. bottles shellac	@ $ .60 hf. pt.	

TOTAL COST _____

TEST 1 ANSWER SHEET

Write all of your answers to Clerical Test No. 1 in the spaces provided.

1. Add _____ _____ _____ _____ _____ _____ _____ _____

   Subtract _____ _____ _____ _____ _____ _____ _____ _____

   Multiply _____ _____ _____ _____ _____ _____ _____ _____

   _____

   Divide _____ _____ _____ _____ _____ _____ _____ _____

2. _____ per day

3. _____ profit

4. _____ saved

5. _____ total

6. _____ change

7. _____ change

8. a. _____ annual b. _____ monthly c. _____ weekly

9. Monday _____ Cash _____

   Tuesday _____ COD _____

   Wednesday _____ Charge _____

   Thursday _____ Total _____

   Friday _____

10.

PURCHASE PRICE	1¢	5¢	10¢	25¢	50¢	$1	$2	$5	TOTAL CHANGE
A. $3.75									
B. $7.67									
C. $4.36									
D. $6.24									
E. $1.19									
F. .31									

11. #1 _____ #4 _____ Total Cost _____

    #2 _____ #5 _____

    #3 _____ #6 _____

Test 2/Part 1

OBJECT: To test aptitude in spelling business words.

MATERIALS: Paper, pencil and dictionary

•••READ ALL INSTRUCTIONS CAREFULLY BEFORE STARTING TO WORK•••

1. In the list of words which follows a number have been spelled incorrectly. Read this list of words carefully. Then write all of the words on the response sheet provided, spelling every one correctly. Underline the words which you believe are spelled incorrectly on the response sheet.

   HAVE YOUR WORK APPROVED. Then use a dictionary to find the correct spelling of any words you have missed. Write those words again, correctly spelled.

   HERE ARE TWO EXAMPLES:

   secretary - Since this word is spelled correctly, you would write it on your response sheet just as it appears below.
   bussiness - Since this word is incorrectly spelled, you would write it correctly on your response sheet, like this - business. Underline it to show that it is a word you have corrected.

secretary	wholesale	envelope	guarantee
bussiness	adjustment	minamum	invintory
decision	costomer	occuppation	requisition
typewriter	liability	manger	commodity
shorthand	bureau	dividend	accorance
mimeograph	discount	registered	reffered
inquiry	policey	deposit	cancelled
memerandum	employment	adjustment	acknowledge
estimate	ledger	treasurer	colloteral
account	leese	bankrutt	delivary
debet	endorse	bookkeeping	quotation
morgage	machinary	fixtuers	interest
profit	reciept	blanace	attached
cashier	investment	budget	distibution
retale	credit	refference	commission
technical	collection	organization	freight
department	managment	install	acceptable
additional	financeal	invoice	omittedd
merchandice	respectfully	aditional	specified
employer	legal	adressed	industrial
amount	export	imports	asset
refference	signature	signatore	amount
discount	gross	received	
parcil	enclosure	arrangements	
manifacture	communicate	correspondence	

TEST 2/PART 1

ANSWER SHEET

Test 2/Part 2

OBJECT: To test aptitude in recognizing business abbreviations.

MATERIALS: Paper, pencil and dictionary

•••READ ALL INSTRUCTIONS CAREFULLY BEFORE STARTING TO WORK•••

Here is a list of common abbreviations used in the business world. Write each of these on the response sheet provided. Next to it, write the meaning of the abbreviations, like this:

1. ft. - foot or feet
2. pkg. - package

1. ft.
2. pkg.
3. qt.
4. P.O.
5. ¢
6. Apr.
7. Tues.
8. disc.
9. etc.
10. transf.
11. doz.
12. corp.
13. Ill.
14. S. Dak.
15. A.M.
16. shpt.
17. @
18. c/o
19. Mon.
20. Ry.
21. Rd.
22. nos.
23. wk.
24. acct.
25. canc.
26. ans.
27. Ala.
28. Jan
29. oz.
30. vis.
31. Apt.
32. memo.
33. yd.
34. sq.
35. pd.
36. 1st Cl.
37. fwd.
38. C.O.D.
39. vol.
40. Y.M.C.A.
41. hr.
42. inc.
43. "
44. B/L
45. Blvd.
46. Fri.
47. #
48. pt.
49. secy.
50. coll.
51. Mr.
52. i.e.
53. Ave.
54. Wash.
55. Fla.
56. Feb.
57. %
58. N.Y.
59. natl.
60. mo.
61. orig.
62. Oct.
63. dz.
64. gals.
65. tbs.
66. f.o.b.
67. mfg.
68. p.m.
69. mdse.
70. Nov.
71. "
72. &
73. Sat.
74. bal.
75. R.R.
76. bros.
77. Co.
78. St.
79. Sun.
80. lbs.
81. liq.
82. Aug.
83. Colo.
84. N.J.
85. invt.
86. mtge.
87. U.S.N.
88. recd.
89. Wisc.
90. gr.
91. dept.
92. in.
93. bldg.
94. misc.
95. agt.
96. mfg.
97. chg.
98. bxs.
99. Calif.
100. Co.

TEST 2/PART 2

ANSWER SHEET

1. _____
2. _____
3. _____
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87. _____
88. _____
89. _____
90. _____
91. _____
92. _____
93. _____
94. _____
95. _____
96. _____
97. _____
98. _____
99. _____
100. _____

Test 3

Put the following names in alphabetical order on notebook paper.

1. ROBERTS, Robin
2. ZIMMERMAN, Howard
3. COOK, Wayne
4. GOODMAN, William
5. NELSON, Terry
6. DORSEY, Janet
7. QUINCY, Jack
8. SMITHSON, Herbert
9. INGRAM, Thomas P.
10. CATTON, Albert
11. ZIGGERHORN, Bradley
12. MITCHELL, Betty
13. RIDDLE, Diane
14. BARKER, Delbert
15. FAULK, David
16. O'NEAL, Luther
17. THOMPSON, Richard
18. HESTER, George Ann
19. ALLEN, Bruce
20. JACKSON, Tracey
21. PARSON, Anita
22. SMITH, James
23. YOUNG, Harold
24. BENSKY, Troy
25. NORTHERN, Jason
26. MILLER, Harvey
27. EDWARDS, Lou Ellen
28. KELLY, Sandra
29. LANDERS, Barbara Ann
30. MATHEWS, Michael
31. JOHNSON, Larry
32. ELLINGER, Deloris
33. CARTER, Lyndon
34. UNDERWOOD, Calvin
35. WILSON, Nelda
36. VOSS, Patricia

Test 4

OBJECT: To test aptitude in computing a payroll.

MATERIALS: Paper, pencil and payroll response sheet.

••• READ ALL INSTRUCTIONS CAREFULLY BEFORE STARTING TO WORK•••

A payroll is a record that shows the time worked, the rate of pay and the total amount of wages due to each employee. In the payroll which you will work with here, all employees are paid according to an hourly rate. You are to determine the number of hours each employee worked during the week, how much each earned for the week and what the total weekly payroll was the company.

On the payroll form on the first line under the word EMPLOYEE, print the worker's last name in capitals, and write in his first name.

Fill in the hours he worked, Monday through Saturday. Total the hours and put this total in the column marked TOTAL HOURS.

Multiply the total hours by the hourly rate (in this case 43 x $.84) and put this amount ($36.12) in the WAGES column. See the following diagram.

EMPLOYEE	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Total Hours	Hourly Rate	WAGES
Band, Ruth	8	8	8	8	7	4	43	1.90	81.70

Do the same for each employee, fill in the payroll form completely. Then total the payroll for the entire week. Make your figures small, neat and readable. Keep the payroll form neat and clean. Use adding machine to total payroll.

EMPLOYEE	MON	TUES	WED	THURS	FRI	SAT	RATE
Band, Ruth	8	8	8	8	7	4	$1.90
Beeker, John	8	8	-	-	6	4	1.90
Bennet, Les	8	8	8	8	8	4	2.00
Borkman, Ernest	7	7	7	6	7	-	1.95
Cohen, Roy	7	6	6	-	7	-	1.95
Compo, Joe	8	8	8	8	8	-	2.20
DeMont, Lydia	8	8	8	8	8	-	2.22
Duart, John	6	6½	6½	6	6	-	1.90
Elkins, Nat	-	-	8	8	8	4	1.90
Fity, Bell	8	7	7	8	7	4	2.20
Frasher, Helen	8	6	6	8	4	4	1.90
Giani, Josh	7	7	7	7	7	4	1.90
Glinert, Al	7	7	7	-	-	-	1.90
Hohn, Jean	6	6	6½	6½	6	6	2.00
Horbary, Mary	6	6	6	6	6	-	1.95
Herbert, Larry	7½	7½	7	6	6	4	1.95
Hoyt, Thomas	8	8	8	8	8	8	2.25
Igel, Leon	8	8	8	7	7	7	2.50
Inwood, Bill	8	8	8	8	8	8	2.35
Johnson, Arch	7	7½	7½	6	6	4	1.95
Jural, Eunice	4	4	4	4	4	-	1.90
Kann, Sam	8	8	8	6	6	-	1.90
Madison, Tom	8	7½	8	7½	8	-	1.95

Test 5

OBJECT: To test aptitude in computing a payroll.

MATERIALS: Pencil, paper and payroll response sheet

•••READ ALL INSTRUCTIONS CAREFULLY BEFORE STARTING TO WORK•••

1. A payroll is a record that shows the time worked, the rate of pay and the total amount of wages due to each employee. In the payroll which you will work with here, all employees are paid according to an hourly rate. You are to determine the number of hours each employee worked during the week, how much each one earned for the week, and what the total weekly payroll for the company will be.

2. On the payroll form on the first line under the word EMPLOYEE, print the worker's last name in capitals, and write in his first name, like this:

EMPLOYEE	
BAND, Ruth	

3. Fill in the hours she worked, Monday through Saturday. Total the hours and put this total in the column marked TOTAL HOURS.

EMPLOYEE	MON	TUES	WED	THURS	FRI	SAT	TOTAL HOURS
BAND, Ruth	8	8	8	8	7	4	43

4. Multiply the total hours by the hourly rate (in this case 43 x $1.90) and put this amount ($81.70) in the WAGES column.

EMPLOYEE	MON	TUES	WED	THURS	FRI	SAT	HOURS	RATE	WAGES
BAND, Ruth	8	8	8	8	7	4	43	1.90	$81.70

5. Do the same for each employee, fill in the payroll form completely. Then total the payroll for the entire week. Make your figures small, neat and readable. Keep the payroll form neat and clean. Use the following box for practice and copy the above information from No. 4.

EMPLOYEE	MON	TUES	WED	THURS	FRI	SAT	HOURS	RATE	WAGES

TEST 5

ANSWER SHEET

EMPLOYEE	MON	TUES	WED	THURS	FRI	SAT	HOURS	RATE	WAGES

Test 6

Look up the telephone numbers and locations of the following business establishments. (These businesses are located in Benton, Bauxite and Lonsdale.)

ESTABLISHMENT	PHONE NUMBER	LOCATION
1. ADAMS PEST CONTROL		
2. BEAVERS HARDWARE & BLDG. MATERIALS		
3. CHANDLER'S GROCERY		
4. DAVENPORT FLOWERS & GIFTS		
5. EASY WAY TIRE & SUPPLY CO.		
6. FARMERS HARDWARE & FURNITURE CO.		
7. GOODYEAR TIRE & RUBBER CO.		
8. HARDY'S GARAGE		
9. INTERNATIONAL PAPER COMPANY		
10. JONES READY MIX CONCRETE		
11. DRUSE GEO. A. MEAT COMPANY		
12. LARSEN'S DUB MOBIL SERVICECENTER		
13. MAYTAG WASHATERIA		
14. NEWBILL FURNITURE COMPANY		
15. ORKIN EXTERMINATING CO., INC.		
16. PHILLIPS CONSTRUCTION COMPANY		
17. QUALITY AUTO STORES		
18. RHEA'S MENS STORE		
19. SALINE HARDWARE & FURNITURE CO.		
20. THOMAS AUTO COMPANY, INC.		
21. UNITED STEEL WORKERS OF AMERICA		
22. VAUGHN'S CLEBIA BEAUTY SHOP		
23. WARD MOTEL		
24. YELLOW CABS		

Test 7

NAME _____ DATE _____

This test is designed to determine the level of your mathematical skills and the extent of your ability to apply those skills in the solution of business problems.

1. What will 12 items cost at 75¢ each? _____
2. Divide 84 by 3. _____
3. Add 1/2 and 1/8. _____
4. How many 25 cent pieces would total $3.50? _____
5. What is .06 X .2? _____
6. How many eggs are there in 6 dozen? _____
7. If you give a $5 bill for a purchase of 85 cents, how much change should you get? _____
8. Divide 1/10 by 3. _____
9. Multiply 4/5 by 5/8. _____
10. At $2.50 an hour, how much will a man earn if he works a 40 hour week? _____
11. Divide .004 by .02. _____
12. What is the sum of .07, .4 and .007? _____
13. A man sells 1/2 acre of his 3-1/4 acre lot; how many acres are left? _____
14. Subtract .003 from 1.3. _____
15. Divide 21/25 by 7/25. _____
16. If a jar of jelly weighs 8 ounces, how many pounds will 12 jars weigh? _____
17. A man bought 3 chairs, marked $22 each, at half price. What did he pay for the chairs? _____
18. John counted his cash and found he had 7 quarters, 8 dimes, 4 nickels and 9 pennies. How much money did he have? _____

Add the following:

19.
247
580
49

20.
$ 18.32
279.98
432.40
87.19

21.
.32
.478
.5
.0542

22.
344
256

23. 12 1/2
7 3/8
8 3/16

24. $26.16
19.17

25. 984.6987
247.952

26. 65 1/10
24 1/8

Multiply the following:

27. 1627
306

28. $81.90
7.35

29. 4.2
6.34

30. 7 1/2
3 3/5

Divide the following: Answers should be accurate to two decimal places.

31. 7912 ÷ 86 = _____

32. $87.45 ÷ 7.2 = _____

33. 9648 ÷ 75 = _____

34. 102 ÷ 6-2/3 = _____

CLERICAL TEST NO. 7 - PART 2

35. (a) Subtract 6 hours, 48 minutes and 30 seconds from 9 hours, 32 minutes and 25 seconds.

ANSWER: _____

(b) Add 4 feet, 9 inches; 7 feet 3 inches and 12 feet 8 inches.

ANSWER: _____

36. A room is 21 feet long and 12 feet wide. How much will it cost to cover the floor with carpet costing $7.50 a square yard?

ANSWER: _____

37. A dealer offered Smith a camera at 25% less than the catalog price. Smith paid $84. How much discount did he get?

ANSWER: _____

38. The Burnham Shoe Factory pays a total rent of $42,000 a year. It has three departments. Department A occupies 24,000 sq. ft. of space; Department B occupies 12,000 sq. ft. and Department C occupies 48,000 sq. ft. How much rent should be charged to each department on the basis of space occupied?

ANSWER: _____

39. A department store bought a number of women's dresses for $4.80 each. They were marked to sell for $8.40 each.

(a) What was the profit on each dress? ANSWER: _____

(b) What was the percent of profit based on the cost? ANSWER: _____

(c) What was the percent of profit based on sales price? ANSWER: _____

40. Reconcile the bank balance in the following problem.
Balance shown on bank statement June 30, 1963: $834.69
Balance shown by checkbook: $787.17
Service charge: $1.72

Checks outstanding: No. 1129 ..... $ 8.35
1135 ..... 12.47
1136 ..... 28.42

ANSWER:_____

41. Sampson borrowed $900 from the First National Bank at 6% interest. The bank charged him $10.80 interest. For how many days did the loan run? (Figure 360 days to the year.)

ANSWER:_____

42. The Radio Shop had the following inventories:

January 1..... $ 6,933.71
February 1 ..... $ 7,209.59
March 1 ..... $ 6,875.96
Sales for the period were $17,516.05

(a) What was the average inventory? ANSWER:_____

(b) What was the turnover? ANSWER:_____

43. The Brown Paper Company had 20,000 sheets of bond paper, size 17 x 22 inches which they cut into sheets of 8 1/2 x 11 inches and wrapped in packages of 500 sheets each. How many packages were there?

ANSWER:_____

44. Gray gave Green a note for $600, dated October 1, and running for 90 days with interest at 5%. On November 1, Green discounted the note at his bank at 6%.

(a) What was the maturity value? ANSWER:_____

(b) What proceeds did he receive? ANSWER:_____

Test 8

In this test we want you to itemize the articles listed below in the sales book provided. You should figure out the total cost of each bill of goods, allowing three cents (3¢) on the dollar for sales tax. Also, put down the amount of change received from the transactions.

1. August 28, 1976
G. A. Brown
1620 Melrose

Amount of cash: $60.00

1. 4 shirts @ $6.95
2. 4 pr. socks @ .98
3. 2 pr. pants @ $11.00

TAX:_____
TOTAL:_____
CHANGE RECEIVED: _____

2. August 28, 1976
R. A. Sadler
1505 Rush Street

Amount of cash: $58.00

1. 4 shirts @ $5.95
2. 1 pr. shoes @ $14.00
3. 4 pr. socks @ $1.20

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

3. August 28, 1976
R. J. Kelly
1019 Sevier

Amount of cash: $72.00

1. 2 pr. shoes @ $16.95
2. 6 pr. socks @ .69
3. 2 pr. pants @ $13.95

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

4. August 28, 1976
J. A. Wright
20 North Main

Amount of cash: $140.00

1. 1 suit @ $110.00
2. 2 shirts @ $8.95

TAX;_____
TOTAL:_____
CHANGE RECEIVED:_____

5. August 28, 1972
R. L. Jackson
1020 Vine

Amount of cash: $75.00

1. 2 dresses @ $21.95
2. 3 blouses @ $6.00
3. 3 pr. stockings @ $1.95

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

6. August 28, 1976
J. G. Rogers
1005 Hickory

Amount of cash: $110.00

1. 2 pr. pants @ $15.00
2. 4 shirts @ $10.00
3. 4 ties @ $6.98

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

201

7. August 28, 1976
A. J. Johnson
18 South Street

Amount of cash: $35.00

1. 4 towels @ $3.95
2. 2 sheets @ $5.00

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

8. August 28, 1976
L. W. Holt
1414 Market

Amount of cash: $65.00

1. 2 pr. shoes @ $16.00
2. 2 pr. socks @ $1.00
3. 2 pr. pants @ $12.95

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

9. August 28, 1976
W. O. Miller
823 East Street

Amount of cash: $70.00

1. 2 pr. pants @ $15.00
2. 3 shirts @ $10.00
3. 4 pr. socks @ $ .70

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

10. August 28, 1976
L. D. Anderson
10 North Rick Street

Amount of cash: $55.00

1. 1 pr. shoes @ $14.95
2. 4 pr. socks @ $ .95
3. 2 pr. pants @ $13.98

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

11. August 28, 1976
J. F. Manning
32 East Main

Amount of cash: $100.00

1. 6 shirts @ $8.95
2. 2 pr. pants @ $11.95
3. 5 pr. socks @ $ .98

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

12. August 28, 1976
R. J. Stockton
105 River Street

Amount of cash: $150.00

1. 2 dresses @ $33.00
2. 2 skirts @ $18.95
3. 3 blouses @ $11.00

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

13. August 28, 1976
R. C. Bell
1024 Evergreen

Amount of cash: $75.00

1. 2 pr. pants @ $15.00
2. 2 shirts @ $6.95
3. 1 pr. shoes @ $11.00
4. 3 pr. socks @ $ .98

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

14. August 28, 1976
D. O. Dixon
828 Salem Circle

Amount of cash: $40.00

1. 4 shirts @ $8.95

TAX:_____
TOTAL:_____
CHANGE RECEIVED:_____

Test 9

You are to determine the net pay of each employee. Withhold F.I.C.A. taxes at the rate of 5.85%. Only the first $14,100 of the wages paid to each employee in any calendar year is taxable. (Each of the following employee's salary is F.I.C.A. taxable.) Use the Income Tax Withholding Table below for computing tax deduction. Other deductions are listed. Use adding machine to compute total payroll only.

INCOME TAX WITHHOLDING TABLE *

And the wages are		And the number of withholding allowances claimed										
At Least	But less than	0	1	2	3	4	5	6	7	8	9	10+
		The amount of income tax to be withheld shall be										
$50	$51	4.10	1.90	0	0	0	0	0	0	0	0	0
52	53	4.20	1.90	0	0	0	0	0	0	0	0	0
53	54	4.40	2.10	0	0	0	0	0	0	0	0	0
54	55	4.60	2.30	.10	0	0	0	0	0	0	0	0
55	56	4.90	2.60	.30	0	0	0	0	0	0	0	0
56	57	5.00	2.70	.40	0	0	0	0	0	0	0	0
57	58	5.20	2.90	.60	0	0	0	0	0	0	0	0
58	59	5.40	3.10	.70	0	0	0	0	0	0	0	0
59	60	5.50	3.20	.90	0	0	0	0	0	0	0	0
60	62	5.80	3.50	1.10	0	0	0	0	0	0	0	0
62	64	6.10	3.80	1.50	0	0	0	0	0	0	0	0
64	66	6.40	4.10	1.80	0	0	0	0	0	0	0	0
66	68	6.70	4.40	2.10	0	0	0	0	0	0	0	0
68	70	7.10	4.70	2.40	.10	0	0	0	0	0	0	0
70	72	7.50	5.10	2.70	.40	0	0	0	0	0	0	0
72	74	7.90	5.40	3.10	.80	0	0	0	0	0	0	0
74	76	8.30	5.70	3.40	1.10	0	0	0	0	0	0	0
76	78	8.70	6.00	3.70	1.40	0	0	0	0	0	0	0
78	80	9.10	6.30	4.00	1.70	0	0	0	0	0	0	0
80	82	9.50	6.70	4.30	2.00	0	0	0	0	0	0	0
82	84	9.90	7.00	4.70	2.40	0	0	0	0	0	0	0
84	86	10.30	7.40	5.00	2.70	.40	0	0	0	0	0	0
86	88	10.70	7.80	5.30	3.00	.70	0	0	0	0	0	0
88	90	11.10	8.20	5.60	3.30	1.00	0	0	0	0	0	0
90	92	11.50	8.60	5.90	3.60	1.30	0	0	0	0	0	0
92	94	11.90	9.00	6.30	4.00	1.60	0	0	0	0	0	0
94	96	12.30	9.40	6.60	4.30	2.00	0	0	0	0	0	0
96	98	12.70	9.80	6.90	4.60	2.30	0	0	0	0	0	0
98	100	13.10	10.20	7.30	4.90	2.60	.30	0	0	0	0	0
100	105	13.80	10.90	8.00	5.50	3.20	.90	0	0	0	0	0
105	110	14.80	11.90	9.00	6.30	4.00	1.70	0	0	0	0	0
110	115	15.80	12.90	10.00	7.20	4.80	2.50	.20	0	0	0	0
115	120	16.90	13.90	11.00	8.20	5.60	3.30	1.00	0	0	0	0

* Circular E/Employer's Guide. Internal Revenue Service Publication 15.
Tax tables change yearly and new figures should be provided to students.

INFORMATION SHEET

	NAME	TOTAL EARNINGS	NO. EXEMPTIONS	OTHER DEDUCTIONS	AMOUNT
1.	ALLEN, William	$55.50	2	Payroll savings bond	$2.50
2.	BEEKER, John	72.00	4	Payroll savings bond	5.00
3.	BENNET, Les	57.25	1	Insurance	1.85
4.	COHEN. Roy	86.35	3	Retirement	7.50
5.	COMPO, Joe	76.85	2	Payroll savings bond	2.50
6.	DEMONT, Lydin	60.00	0		
7.	DUART, John	87.50	3		
8.	ELKINS, Nat	68.00	5		
9.	FITY, Bell	54.00	2		
10.	GIANI, Joseph	75.00	1	Payroll savings bond	2.50
11.	HOHN, John	79.75	4		
12.	HORBARY, Mary	56.90	0	Retirement	3.00
13.	INWOOD, Bill	90.00	7	Retirement	7.75
14.	JOHNSON, Arch	83.00	3	Payroll savings bond	5.00
15.	KANN, Sam	61.50	2		
16.	LAHA, Lillian	53.45	1		
17.	MADISON, Tom	73.75	3	Insurance	1.75
18.	MORCUS, Dick	50.00	0		
19.	NAHO, Mary	75.50	3	Insurance	2.00
20.	ORT, Morris	80.25	2	Payroll savings bond	2.50
21.	SAJET, Helen	78.00	3		
22.	TOTH, Alex	55.00	1	Insurance	1.35

			DEDUCTIONS				
NO. OF EXP.	TOTAL EARNINGS	F.I.C.A. TAXABLE EARNINGS	EMPLOYEES F.I.C.A. TAXES	EMPLOYEES INCOME TAX	OTHER DEDUCTIONS ITEMS	AMOUNT	NET PAID AMOUNT
2	$55.50	$55.50	$3.25	$ .30	Bond	$2.50	$48.45

TOTAL PAYROLL

ASSIGNMENT

NAME _____

Complete the following report.

EXPENSE REPORT
For Month of February, 19___
Salesman: James F. Braun

DATE	HOTEL	MEALS	TRANSPORTATION	INCIDENTALS	TOTAL
1.	7.50	6.75	36.70	.75	
2.	7.50	6.01		3.14	
3.	7.00	7.25	20.00	1.25	
4.	7.50	6.78	3.55		
5.	7.50	4.35			
6.	6.00	8.12	10.00	.65	
7.	6.00	4.76			
8.	6.00	5.93		2.30	
9.	6.50	6.03	2.25		
10.	7.00	4.95	3.00	.45	
11.	6.50	6.50	5.10	1.25	
12.	6.50	5.55			
13.	6.50	4.98			
14.	6.50	5.15			
15.	8.00	6.32	45.00	9.50	
16.	8.00	4.50		7.00	
17.	8.50	5.10	7.50	3.25	
18.	8.50	4.65			
19.	7.00	5.10	4.15	1.00	
20.	7.00	4.82			
21.	7.00	4.75			
22.	7.00	6.50		4.25	
23.	7.00	6.25			
24.	6.50	5.12	6.50		
25.	6.50	4.70			
26.	6.50	5.15		1.25	
27.	6.50	4.65		5.60	
28.	5.00	4.25	35.00	3.15	
TOTAL					

Checking

INSTRUCTIONS:

1. Add each column TWO times. If the answers are not the same for both additions, add a third time.

2. If none of the answers agree, proceed as follows: (1) check your tape and see if the machine was properly cleared, (2) place tape beside the column added and locate the error by checking each entry on your tape with a check mark and each incorrect entry with an (X). Make proper correction in the total. (See example). Fold all tapes and attach to this assignment.

PROBLEM	TAPE
4.55	.00 T
15.68	4.58 ✓
9.15	15.58 ✗
10.40	9.15 ✓
6.78	10.40 ✓
16.88	6.77 ✗
6.50	16.88 ✓
100.55	6.50 ✓
170.52	100.55 ✓
	170.41 T
	+ .11
	107.52

4.58	5.75	21.75	7.23	12.67
3.65	4.91	18.53	40.82	100.35
2.44	7.79	38.48	8.08	34.10
4.54	9.87	1.95	21.59	35.76
9.01	7.83	45.35	83.97	95.31
6.61	8.36	19.05	8.65	82.30
1.65	6.46	6.47	18.64	4.34
7.00	1.71	30.35	6.14	58.97
6.04	5.27	75.00	9.81	69.61
2.45	8.02	14.75	.26	56.04
5.88	7.06	32.33	11.16	12.69
6.98	4.65	47.88	10.90	12.69
5.63	9.84	114.65	23.85	.29
1.60	3.47	13.22	2.39	3.07
6.17	6.43	64.92	98.70	19.06
8.99	6.20	53.55	13.16	82.00
8.72	9.09	89.21	25.67	25.22
5.43	4.29	7.64	67.82	91.00
2.97	4.07	70.66	67.37	73.52
4.37	5.59	67.00	.25	10.00
4.28	2.96	86.20	7.09	5.50
3.59	6.25	6.75	18.43	2.50
6.04	6.15	17.28	18.43	41.59
2.00	1.26	2.89	70.15	66.30
4.71	1.86	7.28	85.51	8.35
9.42	8.52	36.08	21.32	2.94
9.20	4.51	26.07	62.91	13.47
2.21	8.89	60.22	9.01	1.05

ADDITION APPLICATIONS

1. Compute the total sales for each day of the week and for each column for the week in the following report. Verify the total in the total column.

JUNE'S APPAREL SHOP

SALES REPORT

WEEK ENDING MARCH 23, 1976

DAY	DRESSES	SUITS	COATS	SPORTS/WEAR	SKIRTS	BLOUSES	OTHER	TOTAL
M	$1400.00	$900.00	$1427.00	$ 965.00	$798.09	$686.01	$399.00	$_____
T	1203.00	950.05	1075.00	1001.00	902.70	755.00	400.50	$_____
W	900.09	875.00	998.00	899.50	886.25	742.50	401.00	$_____
TH	1800.00	999.06	1390.10	750.00	622.00	695.55	500.05	$_____
F	1300.00	909.09	1510.95	1090.75	800.10	700.50	278.65	$_____
S	1614.00	855.00	1173.50	1409.00	604.00	605.00	300.40	$_____
TOTAL	$_____	$_____	$_____	$_____	$_____	$_____	$_____	$_____

2. Add and record the total sales by districts and for each year. The total of district sales must equal the total of sales for the 5 years if the report is correct.

ACE LOAN COMPANY

LOANS CLOSED BY DISTRICTS — FIVE YEARS ENDING DEC 31, 1976

DIST. NO.	1	2	3	4	5	TOTAL
1	98,000	102,000	100,750	92,500	96,450	$_____
2	125,500	175,500	150,000	100,950	141,300	$_____
3	90,800	109,080	110,900	130,400	125,400	$_____
4	175,400	200,750	201,070	190,600	210,090	$_____
5	80,800	89,000	90,900	98,600	96,450	$_____
6	200,700	200,650	199,900	210,540	220,630	$_____
TOTAL						

Sub-Totals

A sub-total is the total of part of a column of figures.

When a sub-total is required the sub-total key or bar is used so that a total may be obtained without clearing the machine.

INSTRUCTIONS: Record answers in the spaces provided. Check each answer by re-adding. Attach tapes to the sheet for your instructor.

4.07	5.25	57.53	64.98	10.50	200.00
1.78	11.11	65.38	36.62	60.55	21.60
5.44	12.00	96.80	6.37	4.99	115.75
7.80	3.57	65.98	70.36	49.35	13.50
4.52	3.50	49.48	7.70	70.40	.96
ST	ST	ST	ST	ST	ST
3.56	6.25	58.83	25.00	56.00	3.50
3.21	13.50	94.76	31.78	64.78	201.09
6.06	18.00	7.76	68.40	49.82	55.65
9.03	25.50	54.63	70.00	93.76	2.75
4.85	4.30	83.37	46.76	9.90	15.00
ST	ST	ST	ST	ST	ST
6.99	2.95	9.46	58.85	37.84	8.42
3.94	8.67	39.85	73.45	95.64	215.40
7.97	44.22	4.58	13.78	6.60	.68
4.58	65.80	94.96	8.88	20.00	2.62
8.14	7.70	7.96	200.00	420.00	18.46
T	T	T	T	T	T

Subtraction

INSTRUCTIONS:

1. Subtract
2. Verify by adding back the subtrahend to answer
3. Add each line of answers across
4. Add the total column

A	B	C	D	E	F	RECORD LINE TOTALS HERE
35.76 7.99	78.39 45.79	94.78 91.09	53.80 36.89	37.91 30.67	88.35 77.99	
42.07 7.59	80.45 3.33	73.41 7.56	87.30 53.00	52.03 11.09	89.40 9.99	
598.76 247.88	157.39 97.84	77.30 36.87	91.29 74.35	45.67 24.78	93.21 91.89	
394.78 260.08	58.39 42.89	27.39 13.56	56.76 29.81	74.58 27.56	102.58 99.99	
527.93 24.87	57.39 56.79	15.78 13.56	29.36 25.00	11.47 9.17	47.39 8.90	
835.78 256.76	89.47 39.35	37.89 26.35	21.34 17.88	87.46 65.39	55.25 27.43	
137.56 6.39	38.64 30.04	39.48 38.56	127.98 92.78	57.62 29.57	94.36 87.06	
478.25 27.85	78.35 50.00	99.00 89.07	86.19 34.70	35.78 29.07	59.31 35.00	
92.80 54.67	77.85 37.40	159.47 89.67	86.56 42.38	77.37 54.80	95.85 27.45	

ASSIGNMENT

NAME _____

REPEAT ADDITION AND SUBTRACTION

Add the following columns. Obtain THREE correct answers for each problem before proceeding to the next column. Be sure to number each exercise with the Non-Add Key. Submit tapes unless otherwise instructed by the instructor.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
48.37	3.63	2.93	4.07	44.63	4.08	5.82
36.54	14.73-	6.06	.33	88.85	.44	5.82
.72-	2.50	69.13	.67	550.00	.44	5.82
7.80-	2.50	484.31-	3.77-	9.77	27.86	.60-
64.36	2.50	2.94	432.89	.53-	7.40-	4.60
64.36	27.56	3.77-	58.81	55.54	302.99	79.59
64.36	27.56	3.77-	.48	1.01	105.02	7.30
1.87	27.56	3.77-	6.46	.03	.48	12.67-
8.86-	27.56	26.93-	9.21-	3.37	6.46	12.67-
4.18	9.88-	14.58	4.42	33.66	.32	12.67-
3.48	8.99-	3.66	.02	95.44	9.75	3.45
214.61	8.99-	8.80	9.73	4.04	10.97	6.75

(8)	(9)	(10)	(11)	(12)	(13)	(14)
90.68	5.09	7.76	71.58	26.09	68.61	7.67
32.64	35.00	7.76	70.23	4.60	1.09	7.67
8.59	6.20	7.76	5.47	53.19	.92-	7.67
8.82	600.00-	7.76	5.34-	18.36	366.30-	7.67
3.23	.71	7.76	5.34-	8.25	9.83	403.46
65.94	9.46	12.50	219.07	99.73	29.83	403.46
8.66	88.86	12.50	9.10	8.17	3.46	403.46
56.04	3.09	12.50	20.60	4.44	7.51	15.10
9.39	40.30	12.50	31.79	4.44	111.49	15.10
24.59	96.58	9.63	3.09	14.44	9.80	15.10
79.59	19.63	9.63	.67	.58	.73	15.10
4.82	6.56	2.50	210.09	301.06	8.09	6.67

(15)	(16)
24.80	91.60
8.62	78.95
46.09	88.74
300.56	82.60
3.95	39.84
.32	19.86
3.58	4.77
305.33	1.84
8.16	60.97
916.00	10.26
3.77	3.15
30.71	30.15

211

NAME _____

ADDITION - SUBTRACTION

1. Complete the following report. Verify grand total.

EXPENSE REPORT
Twelve Months Ending December 19___

MONTH	RENT	UTIL.	CLOTHING	FOOD	HOME	OTHER	TOTAL EXPENSES
Jan.	85.00	14.25	45.75	56.76	7.50	11.60	
Feb.	85.00	15.00	30.00	62.50	15.75	15.90	
March	85.00	13.25	15.00	70.00	25.57	30.50	
April	85.00	14.00	49.50	72.50		45.00	
May	85.00	11.25	5.00	62.50	3.50	11.56	
June	85.00	9.50	11.56	65.79	11.49	21.35	
July	85.00	9.25	9.66	64.59		34.09	
Aug.	85.00	8.50	15.58	64.05	4.57	9.19	
Sept.	85.00	8.50		65.45		57.66	
Oct.	85.00	10.15	25.74	67.89	35.76	4.15	
Nov.	85.00	15.45	37.89	70.01	1.15	42.13	
Dec.	85.00	18.75	14.40	72.16	75.19	89.06	
TOTAL							

2. Subtract and add each row of answers across.

763	408	261	783	961	487	117	
471	391	209	299	350	300	100	
							_____
733	867	303	1777	981	871	873	
96	99	91	909	91	90	92	
							_____
703	7831	685	778	966	607	7284	
97	209	109	509	909	128	391	
							_____
7383	8676	8398	7272	3878	3899	2986	
4393	7999	3090	6909	2991	2899	1010	
							_____

ASSIGNMENT

NAME _____

SUBTRACTION / SUB-TOTALS

Debit and Credit Balances

119.25	201.11	5.34	34.53-	520.09
245.16	45.06-	21.89	910.22-	387.17-
125.10-	132.14-	250.55-	6.99-	98.16
84.24	70.07	25.78	6.99-	40.17-
3.00	120.21-	80.04	458.19	910.14
34.05-	300.04-	664.09-	42.33	6.18
128.36-	109.04	56.08-	701.59	210.00-
422.80	9.50	506.50-	82.45	65.64-
9.99-	19.37	438.73	8.00	56.79
16.52	205.17	60.57	416.52-	164.40

Find the balance and net amount as indicated for the following problems. Total each column and prove totals.

$823.15	$605.24	$ 217.91			
709.12	624.13	_____	$555.74	$ 55.37	$ 498.37
911.18	848.12	_____	150.89	7.50	_____
616.19	146.23	_____	781.50	15.92	_____
985.12	876.03	_____	58.20	10.15	_____
83.47	61.04	_____	830.66	207.68	_____
893.68	198.03	_____	90.11	18.02	_____
331.02	38.83	_____	102.83	20.56	_____
755.29	497.64	_____	967.06	161.80	_____
47.30	25.62	_____	864.44	108.05	_____
$_____	$_____	$_____	$_____	$_____	$_____

Sub-totals

374.76	707.81	704.70	239.50	584.22
667.62	1121.36	91.00	5.75	700.79
543.09	18.15	7.30	935.11	883.69
ST	ST	ST	ST	ST
98.14	630.12	429.00	316.82	93.35
598.63	37.47	81.16	224.77	110.61
71.09	233.40	745.70	812.46	241.80
ST	ST	ST	ST	ST
810.79	123.75	18.85	675.78	39.14
T	T	T	T	T

ASSIGNMENT

NAME _____

ADDITION - 3 COLUMN

Add the following columns of numbers. Check the answers by re-adding. Record time required to add and verify.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
712	786	182	420	268	27	38	699
262	640	216	600	24	850	314	196
354	861	742	691	936	136	900	92
155	967	494	592	46	22	606	588
247	756	344	761	419	789	125	23
516	138	541	486	3	7	105	50
938	551	218	639	600	130	220	165
312	568	611	375	975	61	806	783
436	333	977	410	199	67	447	965
980	317	780	990	176	968	534	68

(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
5.00	1.76	8.60	5.19	.3	36.5	77.6	65.6
2.23	7.99	7.67	5.22	97.0	6.0	4.5	34.4
7.26	6.88	6.16	9.17	7.7	16.8	96.1	52.6
4.44	5.14	4.53	6.13	54.2	6.7	82.6	8.7
4.19	2.11	5.26	8.22	.9	42.5	9.5	5.9
8.97	8.66	4.65	5.57	80.1	2.1	1.2	10.9
4.74	4.61	8.54	9.19	9.2	28.6	59.7	1.1
8.33	4.58	2.68	7.35	1.0	78.5	40.9	77.9
1.19	3.11	9.61	8.12	92.2	7.5	87.2	6.4
2.65	4.36	2.54	9.81	6.6	45.0	7.3	21.2

Review

NAME _____

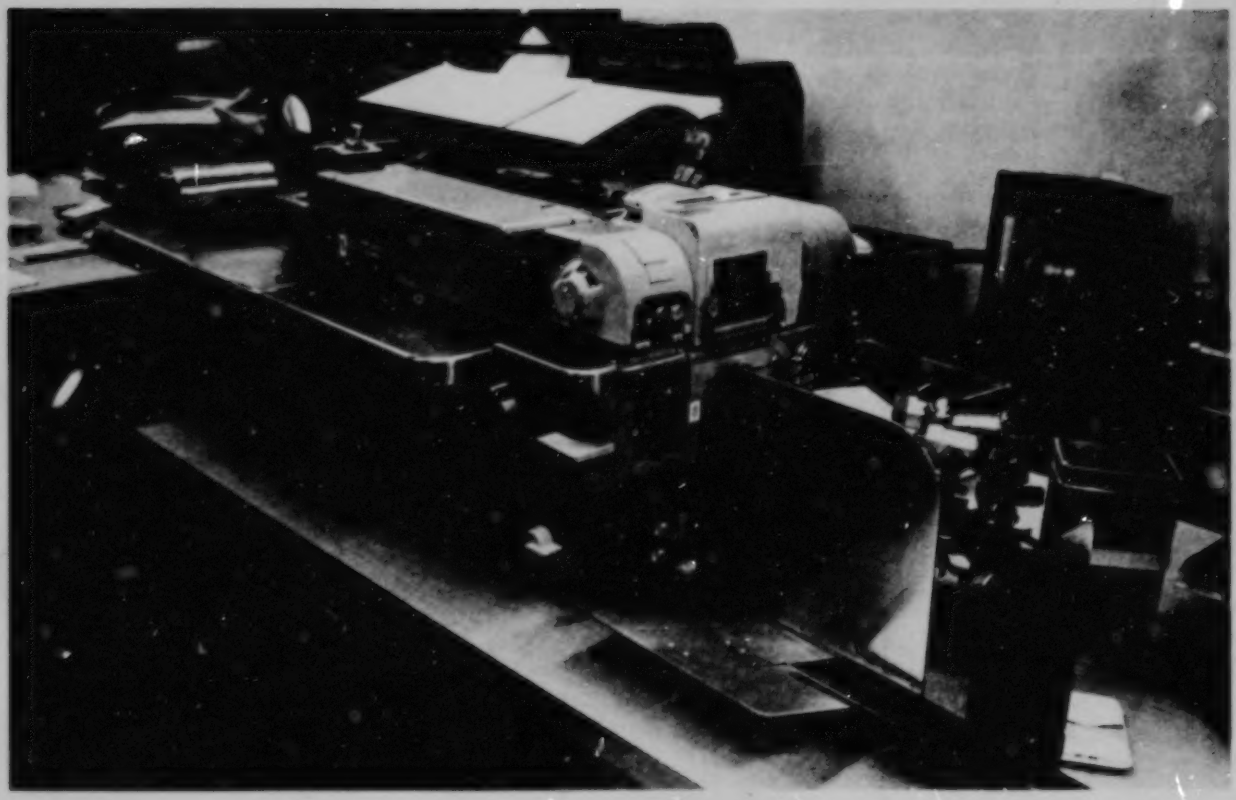
REVIEW OR PRACTICE TEST

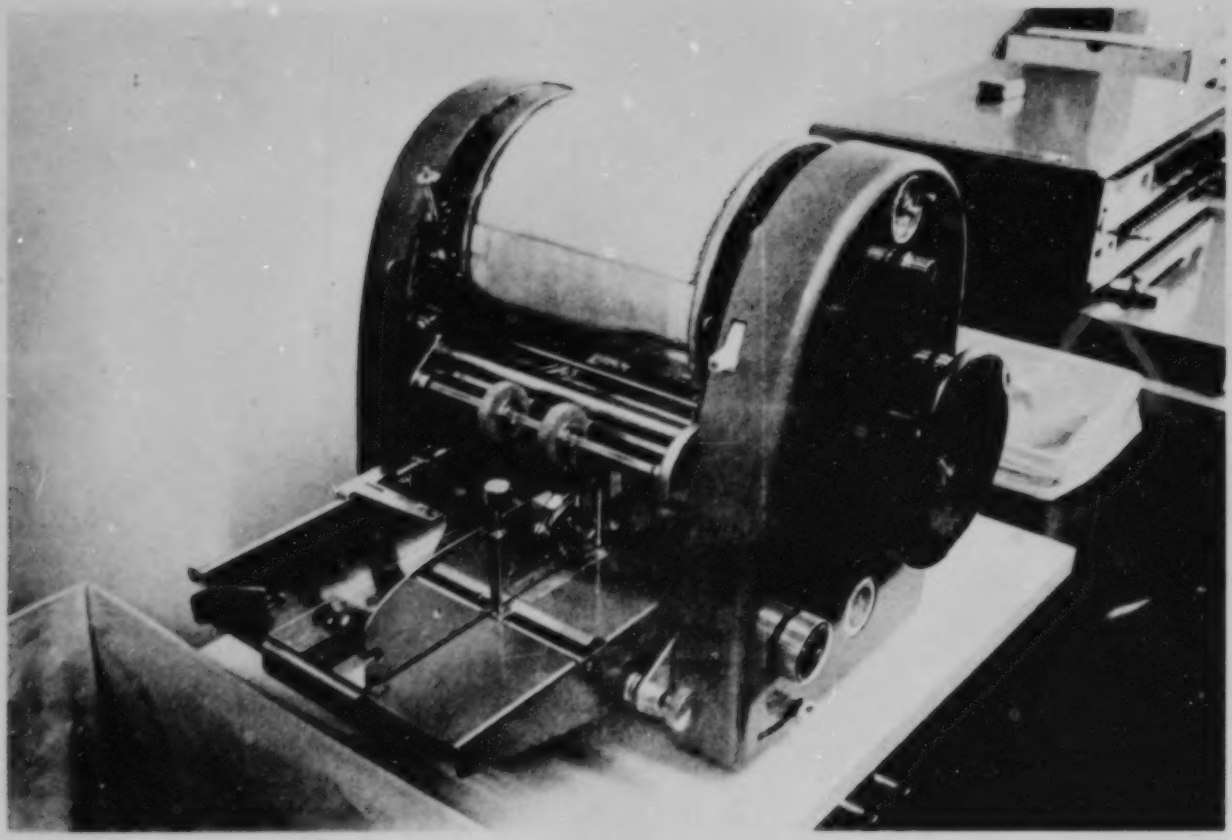
1. Addition: Try to add these columns in three minutes.

48.49	51.95	6.63	112.20
4.42	3.95	110.75	63.14
107.63	368.57	3.67	.54
9.55	70.40	158.46	432.51
137.60	1.44	200.75	4.00
297.18	.06	.35	.09
3.45	413.86	7.00	52.89
256.80	9.07	68.57	6,117.75
ST	ST	ST	ST
3.00	37,642.00	.21	3.25
122.00	1.06	56.12	15.76
.61	.76	2,345.89	118.68
5.73	18.46	200.00	132.76
34.37	8.11	.72	9.43
.75	138.25	18.70	2,737.57
1.59	.45	4,725.62	8.27
88.51	16.92	6.00	34.62
35.16	1.00	.70	9.98
644.25	804.03	35.65	61.71
12.45	26.62	112.20	846.20
T	T	T	T

2. Overdrafts: When a bank account is overdrawn the difference represents an overdraft. Show new balance for each day's posting by adding deposits and subtracting checks posted from the previous day's balance. If there is an overdraft please indicate to right of balance column as O/D.

CHECKS			DEPOSITS	DATE	BALANCE
25.00	5.00		37.50	3-1-76	$826.50
50.00	7.50	6.00		3-5-76	_____
450.00	22.50		80.00	3-7-76	_____
75.00			10.00	3-15-76	_____
146.08	9.12			3-17-76	_____
			200.00	3-20-76	_____
3.50 SC			15.00	3-22-76	_____
250.00				3-24-76	_____
200.00				3-25-76	_____
				3-26-76	_____
			500.00	3-28-76	_____





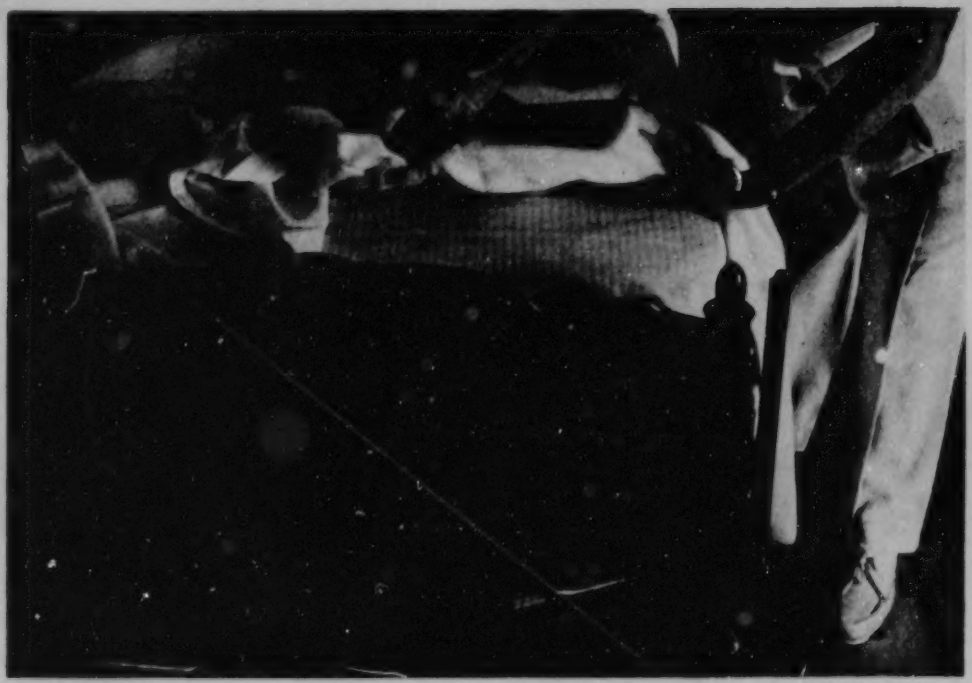
NURSE'S AIDE

TASKS

- Nurse's Aide
- Sitter

SKILLS

- Write (fill in admission forms)
- Weigh and measure patients
- Take temperature
- Take blood pressure
- Learn to read pulse
- Count respiration
- Give bed bath
- Give cold sponge bath
- Prepare shower bath
- Prepare sitz bath
- Prepare and give tub bath
- Give back rub
- Knowledge or oral hygiene
- Knowledge of bed making - closed and occupied
- Prepare for sleep
- Care of patients in isolation
- Use of bed pan and urinal
- How to feed patient
- How to measure intake and output
- How to dress wound
- How to give enema
- Learn procedures for draping
- How to collect urine specimen
- How to care for comatose patient



READING

Names of departments
Names of doctors
Some instructions
Labels on stock items
Supply list
Bills of lading
Messages
Requisition slips

MATHEMATICS

Count to fifty
Portion using spoon as measure
Add and subtract
Floor designations
Number to 1000
Pounds and ounces on scale
Wattage on bulb
Room numbers

WRITING

Telephone messages

SPELLING

Items given over telephone
Messages

ORAL LANGUAGE

Telephone conversation
Speak politely to patients

VOCABULARY

assist
bed pan
bills of lading
bulb
cart
clerk
corridor
deliver
department
diet
diet kitchen
discharge
ditch
dust
engineer
errands
eye dropper
flourescent
grass
grounds
hammer
kitchen
lamp
laundry
lawn
lawn mower
leaves
liner
maintenance
medicine
message
mop
nurse
pail
patient
pillow
pinch bar
plant
rake
scale
seeding
set-up
stack
silverware
staff residence
sterilize
stitches
stock
supervisor
thermometer
tray
truck
tube
unload
ward
weigh

Oral Temperature

INFORMATION:

The body temperature is taken by placing a clinical thermometer close to a large superficial blood vessel, most commonly in the mouth. This is the most convenient and comfortable place.

The practical nurse must be sure that the patient is able to keep his lips closed and hold the thermometer in place for three minutes. Many new hospitals have a small unit which has a thermometer attached, and provides digital readings on the patient's temperature.

It is neither safe nor accurate to take an oral temperature if any of the following conditions are present:

The patient is unconscious or mentally disturbed.
The patient is less than ten years old.
The patient has had a recent operation on his nose or mouth.
The patient has a cough or for any reason cannot keep his mouth closed.
The patient is subject to convulsions.
The patient is in an oxygen tent.

PURPOSE:

1. To measure body temperature.
2. To show progress and change in the patient's condition.

EQUIPMENT:

Container with clean thermometers
Container for used thermometers
Container for cottom swabs
Container for clean cotton balls
Watch with second hand
Pencil and paper

PROCEDURE:

Wash hands

Carry equipment to bedside.	1. Place in a safe place.
Identify patient and explain procedure	2. Do not take temperature if patient recently had hot or cold fluids or is smoking.
Position patient	3. Patient should be resting in bed or sitting in a chair.
Remove clean thermometer from container and read it.	4. Handle only stem end - thermometer should read 95 or below. Shake thermometer down over bed with a quick twist of the wrist.
Wipe thermometer with clean cotton ball from tip to bulb.	5. Use a rotary motion in wiping

Insert bulb of thermometer under the patient's tongue, to the side of the mouth.

6. Instruct patient to hold thermometer with closed lips.

Leave in place three minutes.

7. Remain with patient if necessary. Pulse and respiration are usually taken at this time.

Remove and wipe thermometer with cotton ball. Place used cotton in waste container and thermometer in used thermometer container.

8. Wipe from stem to bulb.

Read and record.

9. Never tell the patient his temperature either by words or facial expressions. Normal temperature by mouth is 98.6.

Carry thermometer equipment to bedside of next patient and repeat steps 3-10 for him and each succeeding patient.

Return tray to utility room for cleaning and replacing in proper location.

THERMOMETER:

Wipe from bulb toward hand.
Remove to wipe from hand to bulb.

TEMPERATURE USUALLY TAKEN:

On admission
At least once on each shift
Every 4 hours if elevated
Following a chill or reaction to medication

INFORMATION:

Temperature taking is the measurement of heat. In caring for patients, body temperature must be taken frequently and accurately. Temperature of the body is the degree of heat in the body or the balance maintained between heat produced and heat loss.

The doctor depends upon the practical nurse to give him a true temperature reading that will help him to diagnose and treat the patient.

There are several ways of taking a patient's temperature. The way it is taken depends upon the condition of the patient and the orders of the doctor. Temperature may be taken by mouth (oral temperature).

Clinical thermometers are marked in either of two scales. Centigrade or Fahrenheit. The normal Fahrenheit temperature is 98 degrees. The normal Centigrade temperature is 37 degrees. No matter which scale or which kind of thermometer is used, we examine all thermometers in the same way to learn how much heat is present. This is called reading the thermometer.

PURPOSE:

To learn to read a thermometer.

EQUIPMENT:

Thermometer

PROCEDURE:

Pick up thermometer by the tip and inspect it to be sure it is in good condition. Hold it horizontally.	A thermometer is a glass tube, a bulb and tip end. The tube is hollow and the bulb is filled with mercury.
Read thermometer - the mercury appears on the ridge between numbers and lines.	Hold marked side toward you and turn thermometer slightly until you see where the mercury stops. The thermometer is marked with lines. The longer lines show whole degrees. Between each two degree lines there are shorter lines which divide the degree into five parts; these are called two tenth markings. Look for the number of tenths of a degree that is reached above the last full degree. The combination of the full degree and the added tenths give the correct reading.
Read thermometer and record. A written record should be made on the chart.	The last full degree is written in large numerals, and the tenths are written in small numerals. (9920).

INFORMATION:

Proper cleaning prevents the danger of carrying disease germs from one patient to another. It is important to have clean thermometers ready for future use. Cleaning and disinfecting are carried out according to hospital policy.

PURPOSE:

To aid in preventing the transmission of disease.
To check the thermometers.

EQUIPMENT:

Two small cleaning basins
Soap or disinfectant as the hospital requires
Cotton balls

PROCEDURE:

Shake thermometer down.

Place used thermometer in basin and pour soap solution over them.

Use cotton balls to cleane each. Wipe from end to bulb.

Wash and re-rack thermometer in tray while others are soaking.

Rinse thermometers well under cool running water.

Place thermometers in clean containers.

Return equipment to proper location.

If necessary dilute solution with cold water.

Let thermometer stand in solution for 20 minutes.

Pulse

INFORMATION:

The pulse may be defined as a wave of blood passing along the artery as the heart contracts and dilates. The pulse may be counted on any superficial artery that has a bone for a background.

Pulse taking is one of the most frequent duties performed by the practical nurse because it is a simple way of counting the heart beat and because the doctor depends upon an accurate report of the rate, rhythm and force of the pulse in diagnosing and treating the patient.

The nurse should always remember that no irregularity is too slight to report. The pulse rate is always taken when the temperature is taken but it is often taken separately.

The pulse rate usually increases and decreases as the temperature rises and falls. Activity, rest, disease and certain drugs may cause a change in the pulse rate, rhythm and force.

Normal pulse rates:

Adult man	60-80 per minute
Adult woman	70-80 per minute
Children	90-120 per minute
Newborn	120-140 per minute

PURPOSE:

To determine the rate and character of the pulse
To aid in determining condition of the patient
To assist the doctor in diagnosis

EQUIPMENT:

Watch with second hand, pencil and paper

PROCEDURE:

STEPS	POINTS TO REMEMBER
Identify the patient	
Place patient in a comfortable position with palm of hand down and arm supported.	Seated or lying down. Chest may be used to support arm.
Find the radial artery by placing the first 3 fingers on the thumb side of the wrist, exerting slight pressure.	Other arteries may be used when necessary. Do not use thumb. Avoid too much pressure.
When pulse is felt, count for 1 minute.	Observe rate, rhythm and force.
Record pulse rate on paper. Chart the time, rate and irregularities.	Report any unusual observations to charge nurse.

PULSE LOCATIONS:

Radial - wrist
Mandular - jaw
Temporal - front of ear
Carotid - neck
Femoral - groin
Apical - taken with stethoscope over apex of heart

Use the same location every time you take the pulse as arteries vary in size.

Record the pulse rate in even numbers only.

TERMS:

Rhythm
Bradycardea - slow pulse
Tachycardia - fast pulse e
Intermittent - miss a beat
Bounding - full, irregular
Tready - weak, feeble
Volume - strength
Dicrotic - seems to feel 2nd beat weaker than first

Occupied Bedmaking

INFORMATION:

Making a patient's bed is part of his daily care that you normally give as a matter of course. Making the bed usually follows the morning bath. It is made to provide comfort and safety for the patient who remains in bed.

PURPOSE:

To refresh the patient.
To make a clean, safe bed with the least discomfort to the patient.

EQUIPMENT:

Linens as needed

PROCEDURE:

Obtain necessary linen.	A complete linen change is not usually done daily unless nec-. essary. All soiled linen must be changed.
Screen patient.	
Loosen bedding all around.	This makes removal easier. Raise mattress with one hand and draw soiled linen out with the other.
Remove pillow from bed and use the soiled case for laundry if one is not available.	
Remove spread and blanket.	If bed change follows morning bath these will already have been removed.
Instruct and assist patient to turn to side of bed toward nurse.	To protect patient from falling.
Go to opposite side of the bed.	
Fanfold draw sheet up close to patient and then fanfold bottom sheet (if to be changed).	Gather together in folds and push close to the patient.
Straighted mattress cover on pad.	
Tuck top of clean sheet under head of mattress and miter corner, working towards foot. Fanfold other half of sheet close to patient.	

Tuck one end of drawsheet under mattress and fanfold other half close to patient's back.	
Make patient roll onto clean linen.	Carefully and slowly towards nurse.
Go to opposite side of bed and remove soiled linen.	Keep away from uniform Place in laundry bag or pillow case.
Pull and tighten bottom sheet. Tuck under mattress at head of bed, miter corner and tuck sheet at side.	
Pull, tighten and tuck draw sheet.	Avoid jerking motions.
Move patient to center of bed.	Unless you want him to remain on side or he is unable to be on his back. Assist as necessary.
Insert pillow into clean case and place under patient's head.	
Place top sheet with wide hem towards top of bed.	Do not cover patient's head.
Remove bath blanket, fold and place in drawer.	Patient can assist by holding edge of top sheet.
Place blanket next, if used.	
Place spread, folding top edge of spread over blanket and turning top sheet down over spread.	
Tuck top sheet, blanket and spread under mattress at foot and miter corners.	Leave toe room. May need to make a toe pleat.
Adjust position of bed according to doctor's orders or patient's desires.	
Place signal light within reach of patient.	

Closed

INFORMATION:

A closed bed is a clean, comfortable bed made to receive a new patient.

PURPOSE:

To prepare a neat, clean, tight, comfortable bed to receive a patient.
To make a bed with skill and efficiency, saving time and motion.

EQUIPMENT:

Mattress cover (if mattress does not have waterproof covering)
2 large sheets (one may be contour type)
1 draw sheet
Pillow case
Spread
Blankets (when required)

PROCEDURE:

Begin with a stripped clean bed	
Arrange linens on chair in order of use.	
Turn mattress and pull to top of bed.	
Cover mattress with mattress cover.	
Place and unfold bottom sheet right side up.	Wide hem at head of bed - contour sheet may be used.
Tuck sheet well under mattress at head of bed and miter corners.	Remain on one side of bed until foundation is completed on that side.
Tuck side of sheet under mattress working toward foot of bed.	Miter corner if sheet is long enough to tuck at bottom; otherwise, have even with end of mattress.
Place rubber draw sheet (if used) and cover with cotton draw sheet, tuck in.	If draw sheets are not used, folded sheet with fold toward top of bed can be used.
Go to opposite side of bed and tuck bottom sheet under mattress at head of bed, miter corners and tuck in, working from bottom to top.	Pull tightly - linens must be smooth and tight.
Tuck draw sheet.	

Place and unfold sheet on bed, wrong side up, wide hem even with upper end of mattress.	
Place blanket, if used, and pull top of sheet over blanket edge.	
Place spread with top touching head of mattress.	
Tuck sheet, blanket and spread at foot of bed and miter corner.	Check that sheet and blanket do not hang below the spread.
Insert pillow into case.	Do not hold pillow under chin.
Place pillow on bed with open end away from entrance.	

OPENING A CLOSED BED:

Fold top of spread under top edge of blanket and fold sheet over spread.	To protect blanket and keep it away from the patient's skin.

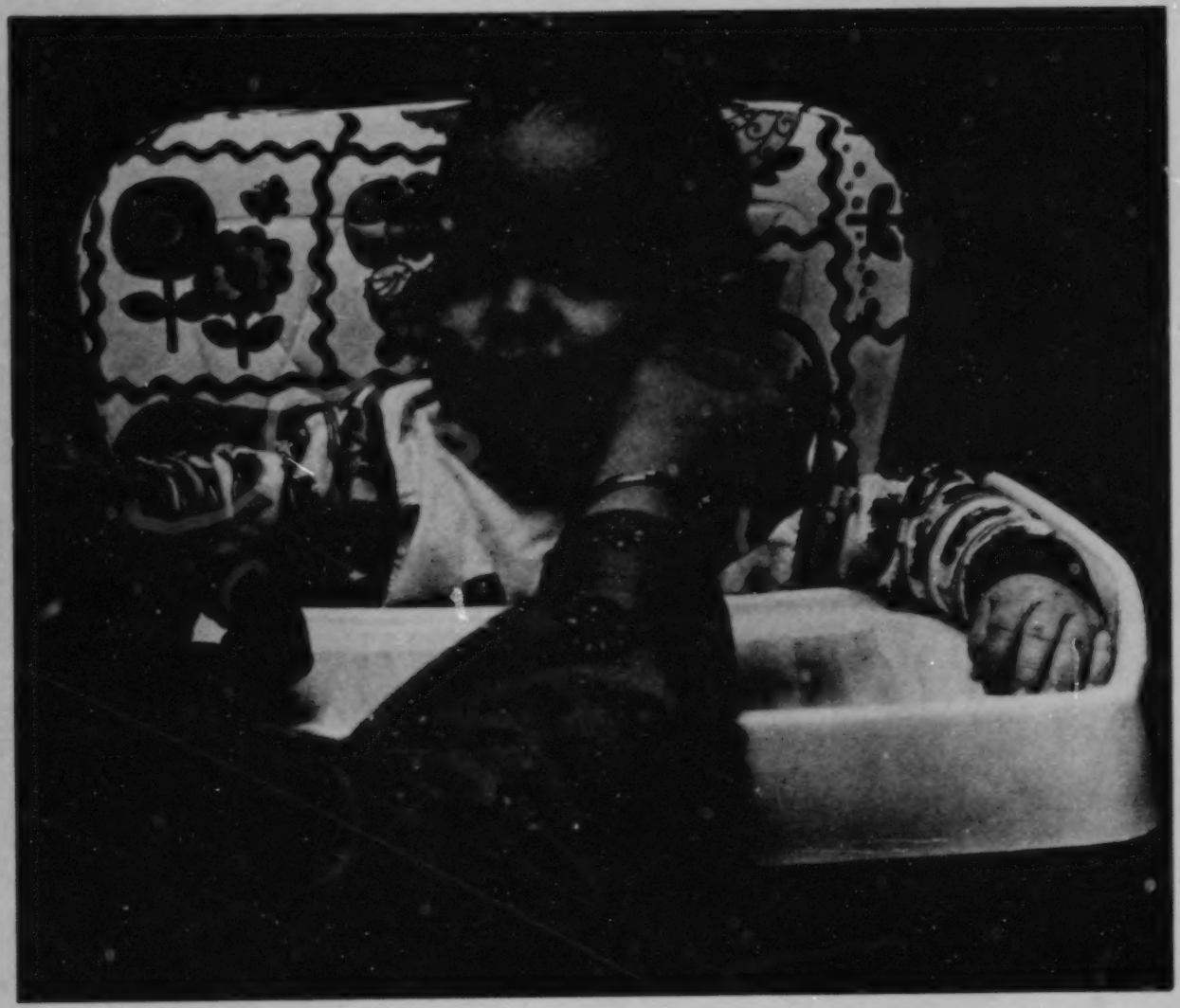
CHILD CARE

TASKS

- Domestic worker
- Hotel-Motel
- Baby sitter

SKILLS

- Terms and definitions
- Skills in child care
- How to lift and handle the baby
- How to bathe the baby
- How to diaper and dress the baby
- How to feed the baby
- How to get the baby to sleep
- What to do if the baby cries
- How to interpret baby's actions



READING

Formulas
Instructions on baby care
Labels on cans and bottles
On and off

MATHEMATICS

Measurements (solid and liquid)
Telling time
Reading thermometer

WRITING

Telephone messages

SPELLING

All information to be written

ORAL LANGUAGE

Use telephone
Courteous speech
Pleasant voice

VOCABULARY

appetite
attention
borax
buttocks
chafing
colic
cradle cap
crib
crosswise
demonstrate
discomfort
drafts
equipment
genitals
index
indigestion
insert
instructed
interpret
irritated
kimono-styled
membranes
mild
misshaped
moans
mucus
overheated
panel
parents
partially
persists
piercing
precautions
procedures
quietly
react
regular
restricted
satisfied
situations
sponge
sprinkle
sterile
stomach
stroke
talcum
tangled
tense
terminal
thermometer
thickness
vinegar
waterproof

Baby Care

TERMINAL OBJECTIVE:

After completing this unit the student should be able to lift, diaper, bathe and get baby to sleep. He should be able to identify what is wrong with the baby in given situations. The student should be able to score at least eighty-five percent on the unit test.

SPECIFIC OBJECTIVES:

The student should be able to:

1. Match terms associated with child care to their correct definitions.
2. Identify five things one must know to care for a baby.
3. Describe how to lift the baby and hold it.
4. Select from a list the times a baby's diaper should be changed.
5. Name two times a baby should be fed.
6. Select two ways to make feeding time happier for baby.
7. Identify conditions that make it harder and easier for baby to get to sleep.
8. State five safety precautions in getting a baby to sleep.
9. Identify what is wrong with baby if he cries in given ways.
10. Match baby's actions with their causes.
11. Demonstrate the following jobs using safety procedures when needed:
    a. Fold the baby's diapers
    b. Diaper and dress the baby
    c. Tell how to care for baby's diapers
    d. Bathe the baby

Activities

INSTRUCTOR ACTIVITIES:

Provide students with student folder

Discuss objectives

Discuss information sheets

Demonstrate procedures outlined in job sheets

Discuss and give assignment sheets

Observe and rate student performance on bathing, diapering and dressing the baby

Give test

STUDENT ACTIVITIES:

Listen to tape on information sheets

Study information sheets

Demonstrate the ability to perform the procedures outlined in the job sheets

Participate in class discussions

Complete assignment sheets

Take test

Baby Care

TERMS AND DEFINITIONS

Appetite - the desire to eat, being hungry

Buttocks - the seat of the body

Chafing - areas of the body made sore by rubbing

Colic - pain in the abdomen

Cradle cap - scales or dryness of the scalp

Drafts - a current or currents of air

Genitals - the organs of the reproductive system

Membranes - the soft, thin, pliable layers of skin

Precautions - care taken to prevent harm

Procedures - steps to follow in meeting a goal

SKILLS IN CHILD CARE

How to lift and hold the baby

When and how to diaper and dress the baby

How and what to feed the baby

How to bathe baby

How to get the baby to sleep

What to do if the baby cries

How to interpret baby's cries

HOW TO LIFT AND HANDLE BABY

To lift - slip arm under baby's neck so that the head rests in the crook of your arm

To hold - place other hand under lower part of baby's body to form a cradle

Be gentle

Keep head supported

HOW TO BATHE THE BABY

Refer to bathing the baby on page 235.

HOW TO DIAPER AND DRESS THE BABY

Refer to the sheets on diapering, diaper care and dressing the baby on pages 237-240.

The time to diaper the baby is:

Just before and after feeding time
Before he is put to bed
When he shows signs of discomfort because of wetness

Do not diaper the baby when he is:

Asleep
Crying for a bottle

HOW TO FEED THE BABY

When to feed the baby:

On regular schedule set up by parent
When baby cries and makes sucking noises (Note: Giving the baby a small amount of water may satisfy him until feeding time.)

Make feeding time happier for baby:

Hold baby in your arms while giving him the bottle
Do not force the baby to eat (Note: His appetite will vary just as yours does.)

HOW TO GET THE BABY TO SLEEP

Helpful conditions:

Dark room
Room temperature of not less than 70 degrees
Fresh air
Quiet place
Baby put to bed at his usual time

Restful activities before bedtime:

Washing, undressing
Feeding quietly
Singing to baby
Rocking baby
Tucking baby in bed

Conditions that make it harder for baby to get to sleep:

Using crib or playpen
Checking on baby often (Note: Give baby a chance to get to sleep before you check. It is normal for baby to fuss a few minutes before going to sleep.)

Not following baby's bedtime routine
Tense sitter
Being hurried to get to sleep

Safety precautions:

Sides of bed raised
Baby not placed in a draft
Baby comforted if he cannot go to sleep after several minutes
Baby comforted if he wakes up crying (Note: This is important to baby's mental health.)
Baby rotated often (Note: This will help keep baby's bones from becoming misshaped.)
Nothing left hanging over sides or ends of baby bed
No pillow on or in baby bed
Covers tucked or pinned so that baby cannot become tangled in them
No plastic bag protecting the mattress
Baby checked often

WHAT TO DO IF BABY CRIES

Check the following if baby cries:

Wet diaper
Drafty or overheated room
Feeding time

Comfort the baby by:

Singing, rocking or patting
Staying in the room for a few minutes

If the baby cries around feeding time, feed him.

If the baby cries and makes sucking noises he is usually hungry - feed him.

If the baby cries for longer than fifteen minutes and it is more than two hours after feeding time, he may be hungry - feed him again.

If the baby cries in low pitch or moans he may have a fever. Take the temperature and call the parents if necessary.

If the baby screams or gives short, piercing cries the baby may be wet or a pin may be sticking him.

If the baby frets, passes gas, spits or vomits he may have colic or indigestion - burp him.

If the baby screams with whimpering and groaning or gives sharp cries with his legs pulled up and stiff, he may have colic or indigestion - burp him.

If the baby moans, yawns and sighs, he may be sleepy - comfort him and put to bed. (Note: Baby may cry loudly and then fall asleep. Leave baby alone unless crying persists.)

If the baby has angry howls or stops crying at the sight of a person, the baby wants attention. (Note: This is a sign the baby is "spoiled". Babies should not be picked up everytime they cry. Try to interpret the cry and then react.)

HOW TO INTERPRET BABY'S ACTIONS

Below is a list of common actions of babies and their causes.

ACTION	CAUSE
1. Trembles, wiggles, squirms	Cold
2. Smacks lips or sticks out tongue	Hungry
3. Sneezes several times	Wet and cold
4. Allows food to run out of mouth	No longer hungry
5. Holds out arms, smiles	Wants attention and to be picked up
6. Reaches for objects	Wants someone to hand him the object
7. Pushes away from object	Does not want the object any longer
8. Pouts	Unhappy or angry
9. Wiggles and cries during dressing or bathing	Does not like to have movements restricted

Bathing Baby

MATERIALS AND SUPPLIES:

Washbasin or baby bath tub
Mild soap and dish
Large towel
Bath blanket
Cotton balls and swabs in covered jar
Paper bag to dispose of cotton
Container for soiled clothing
Diaper pail
Clean clothing
Extra diaper pins
Washcloth
Soft towel for drying
Small cloth to lay in bottom of tub
Bath thermometer (optional)
Talcum powder or oil

PROCEDURE:

Check to see that you have all needed equipment.

Lay a cloth in the tub to prevent slipping.

Fill tub with 2 to 3 inches of warm water.

Test temperature of water with elbow (Note: Check temperature with bath thermometer if you have one. Water should be about 98 degrees.)

Make sure the room is warm (at least 70 degrees) and free from drafts.

On a table, undress the baby to its diaper.

Clean the eyes, ears, nose and face using the following safety procedures:

Do not clean inner membrane of eyes, ears, nose or mouth.
Wipe only the surface of the outer ear.
Do not probe the nose with cotton swabs. Remove dried mucus from nose using a pinch of cotton dipped in sterile water.
Use clean water, no soap, to wash the baby's face.

Apply soap to the head with your hand or a cloth.

Remove the baby's diaper.

Lower the baby into tub, slowly and carefully, feet first.

With the left hand, rinse the baby's head well.

If the scalp is dry, lightly stroke oil into the skin.

Soap the front and lower part of the baby's body. Hold the baby by putting index finger and thumb around the baby's arm, just below the shoulder.

Reverse your hold on the baby. Soap and rinse the back. Never turn baby over while in the tub.

Let the baby play a little while he is in the tub.

Lift the baby out of the tub.

Lay the baby on a towel and pat dry. Rubbing may irritate the baby's tender skin.

Separate, clean and dry all the baby's creases.

Apply oil to all creases - around neck, armpits, arms, legs and feet using your fingertips.

Sprinkle powder on a cotton ball and pat all over the body. Do not sprinkle powder close to the baby's face.

Apply cream to any irritated parts.

Dress the baby.

PROCEDURE FOR DIAPERING THE BABY

1. Place baby flat on his back.
2. With one hand, lift the buttocks by holding the feet and pulling him up. In changing diapers, sponge off the buttocks and genitals using a damp, warm cloth. Apply a baby oil, cream or powder as parent has instructed. Keep safety pins out of your mouth by placing them in a bar of soap. Be sure to keep the pins away from the baby.
3. Slip the diaper under the baby so that one end of the panel reaches to his waist. Place a double thickness in front for boys and in back for girls.
4. Return the baby to a flat position.
5. Bring lower end of the diaper between the legs and up to the waist.
6. Lap corner for back section of the diaper over the front. Place two fingers between diaper and baby to prevent sticking him with a pin. Place a pin in crosswise and fasten tightly.
7. Add waterproof pants only when necessary to keep clothes dry.

PROCEDURE FOR PUTTING SHIRT ON BABY

1. Place the baby on his back.
2. Gather shirt to top between your fingers.
3. Slip the shirt over the baby's head.
4. Insert the baby's left arm into the shirt.
5. Insert the baby's right arm into the shirt.
6. Put the shirt down over the baby's stomach and back.

PROCEDURE FOR PUTTING KIMONO-STYLE SLEEPING GARMENT ON BABY

1. Place the baby on his back.
2. Insert his arms into the sleeves quickly.
3. Roll the baby onto his stomach.
4. Tie the tapes on the sleeping garment.

PROCEDURE FOR PUTTING WRAPPER ON BABY

1. Lay the wrapper over the baby's back.

2. Roll the baby onto his back.

3. Insert the baby's arms into the sleeves.

4. Fasten the front of the wrapper with tie tapes or buttons.

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Washing

MATERIALS AND SUPPLIES:

Pail with cover
Borax or vinegar
For hand washing:
  Basin
  Large pail
  Mild soap or soap flakes
  Washing soda
For washing by machine
  Washing machine
  Mild soap
Clothes rack, clothes line or dryer

PROCEDURE FOR WASHING DIAPERS:

Remove wet diapers from the baby.

Place the diaper in a covered pail which whould be partially filled with water and borax or vinegar.

Rinse soiled diaper before placing it in the pail. One good way to rinse them is in a clean, flushing toilet. Be sure to have a firm grip on the diaper before flushing so that it will not be flushed down the toilet.

Folding

PROCEDURE FOR FOLDING A DIAPER, OBLONG METHOD:

Place the diaper on a flat surface in front of you.

Place the pinked edge toward you.

Fold the tight side of the diaper over to 1/3 width from left side.

Fold the left side to meet the edge of right side. You should have three layers of cloth.

Fold pinked edge 1/3 to 1/2 way down. This will depend on the size of the baby.

PROCEDURE FOR FOLDING DIAPER, TRIANGULAR METHOD

Place the diaper on a flat surface in front of you.

Fold the diaper in half lengthwise.

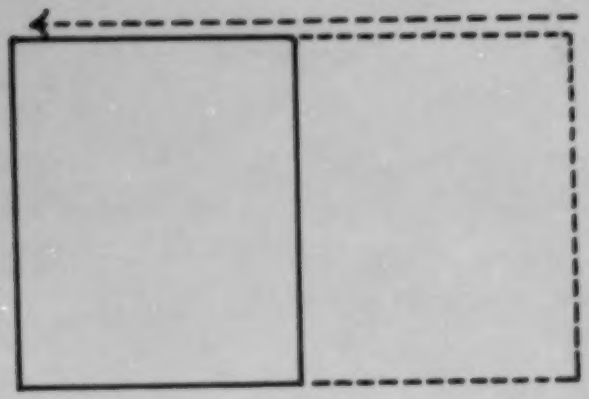
Fold the diaper into a kite shape.

Fold the top of the diaper down to the center.

Fold the bottom of the diaper up to the center.

Lap the front over the back and fasten.

STEP 1



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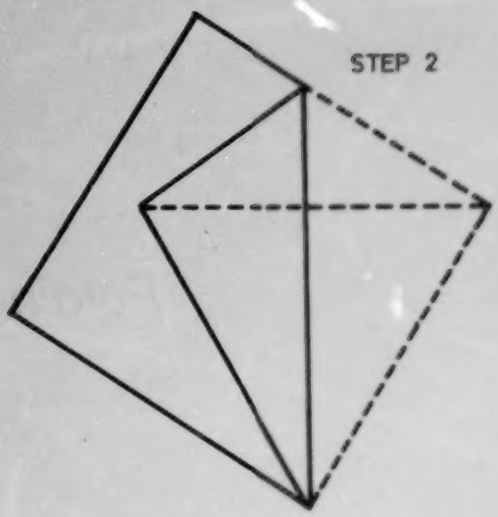

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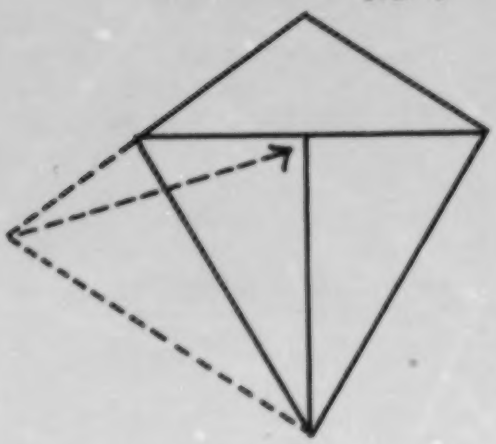

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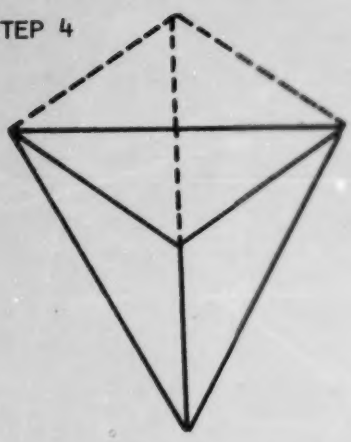

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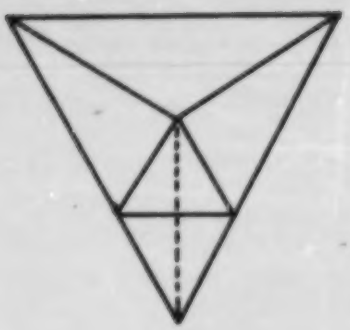
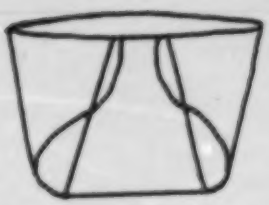


STEP 6



GETTING THE BABY TO SLEEP

ASSIGNMENT 1

NAME _____ DATE _____

ANSWER THE FOLLOWING QUESTIONS:

1. Place an "X" in front of each of the following which would help the baby get to sleep. Place an "O" in front of each that would make it harder for him to get to sleep.

   a. _____ Feeding quietly

   b. _____ Checking on the baby often

   c. _____ Being hurried to get to sleep

   d. _____ Quiet place

   e. _____ Fresh air

   f. _____ Tucking baby in bed

2. Name five safety precautions in getting the baby to sleep.

   a.

   b.

   c.

   d.

   e.

3. Discuss your answers to the above question with the class.

4. What may happen if a baby is always allowed to sleep in the same position?

5. Should a baby be comforted if he wakes up crying?

6. Why is it so important not to hang anything over the end or side of baby's bed?

ASSIGNMENT 2 — WHAT TO DO IF BABY CRIES

NAME _____ DATE _____

Tell what you would do in the following situations:

1. Baby cries for longer than fifteen minutes and it is more than two hours after feeding.
2. Baby frets, passes gas, spits or vomits.
3. Baby cries loudly, moans, yawns and sighs.
4. Baby cries and makes sucking noises.
5. Young baby cries.

Answer the following questions:

1. Will a very young baby cry just to get attention?
2. Should a baby be picked up every time he cries?
3. Should you call baby's parents if he gets a fever?

Test

NAME _____ DATE _____

1. Match the following terms to their correct definitions.

_____ a. Procedures	1. Areas made sore by rubbing.
_____ b. Membranes	2. Pain in the abdomen
_____ c. Chafing	3. Steps to follow in meeting a goal
_____ d. Colic	4. Care taken to prevent harm
_____ e. Genitals	5. The seat of the body
_____ f. Cradle cap	6. Scales or dryness of the scalp
	7. The soft, thin, pliable layers of skin
	8. The organs of the reproductive system

2. Place an "X" in front of five of the following which are things one should know to care for a baby.

_____ a. How to wean the baby

_____ b. How to bathe the baby

_____ c. What to do if baby cries

_____ d. How to make baby's formula

_____ e. How to lift and hold baby

_____ f. How to entertain young baby

_____ g. How to interpret a baby's actions

_____ h. How to give baby medicine

_____ i. What to do if baby cries

3. Describe how to lift and hold a baby.

4. Circle the letter in front of each of the following which are times baby should be changed.

a. Before he is put to bed

b. When he cries for the bottle

c. Just before or after time to feed

d. When he shows signs of discomfort because of wetness

e. While baby is asleep, if needed

5. Name two times the baby should be fed.

   a.

   b.

6. Place an "X" in front of the two items below that are examples of how to make feeding happier for the baby.

   _____ a. Place baby on side using pillow to prop up bottle

   _____ b. Burp baby after meal is finished

   _____ c. Turn on radio while feeding baby

   _____ d. Do not force baby to eat

   _____ e. Place towel over shoulder to burp baby

   _____ f. Hold baby in arms while giving him the bottle

7. Place an "X" in front of each of the following that are conditions that would help baby get to sleep. Place an "O" in front of each condition that would make it harder.

   _____ a. Checking on baby often

   _____ b. Being hurried to get to sleep

   _____ c. Rocking baby

   _____ d. Fresh air

   _____ e. Room temperature of 60 degrees

   _____ f. Dark room

   _____ g. Putting baby to bed at a different time than he is use to

   _____ h. Tense sitter

   _____ i. Quite place

   _____ j. Using crib as a play pen

8. Tell in your own words, five safety precautions in getting baby to sleep.

   a.

   b.

   c.

   d.

   e.

9. Tell what might be wrong with baby if he cries in the following ways:

   a. Cries and makes sucking noises

   b. Cries in a low pitch or moans

   c. Cries angry howls, stops crying at sight of person

   d. Moans, yawns and sighs

   e. Screams with whimpering and groaning, or sharp cry and legs are pulled up and stiff

   f. Screams in short, piercing cries

10. Match the following actions of the baby to their causes:

_____ a.	Wiggles and cries during dressing	1. Unhappy or angry
_____ b.	Allows food to run out of mouth	2. Does not like to have movements restricted
_____ c.	Trembles, wiggles and squirms	3. Hungry
_____ d.	Pouts	4. Wants attention and to be picked up
_____ e.	Smacks lips or sticks out tongue	5. Cold and wet
_____ f.	Holds out arms, smiles	6. Cold
_____ g.	Pushes away from object	7. No longer hungry
		8. Does not want it any longer

11. To be evaluated by satisfactory completion of the job sheets included in this unit.

Answers

1. a. - 3
   b. - 7
   c. - 1
   d. - 2
   e. - 8
   f. - 6
   g. - 5

2. b, c, e, g, i

3. Answers should be similar to the following:

   a. To lift - slip arm under baby's neck so that head rests in the crook k of your arm.

   b. To hold - place other hand under lower part of baby's body to form a cradle.

   c. Be gentle

   d. Keep head supported

4. a, c, d

5. a. On regular schedule set up by parents

   b. When baby cries and makes sucking noises

6. d, f

7. a. - O
   b. - O
   c. - X
   d. - X
   e. - O
   f. - X
   g. - O
   h. - O
   i. - X
   j. - O

8. Any five of the following:

   a. Sides of bed raised
   b. Baby not placed in a draft
   c. Baby comforted if he cannot go to sleep after several minutes
   d. Baby comforted if he wakes up crying
   e. Baby rotated often
   f. Nothing left hanging over sides or ends of baby bed
   g. No pillow in baby bed
   h. Cover tucked or pinned so that baby cannot become tangled in it
   i. Do not use plastic bag to protect mattress
   j. Baby checked often

9. a. Baby hungry
   b. Baby may have fever
   c. Baby wants attention
   d. Baby may be sleepy
   e. Baby may have colic or indigestion
   f. Baby may be wet or pin may be sticking him

10. a. - 2
    b. - 7
    c. - 6
    d. - 1
    e. - 3
    f. - 4
    g. - 8

11. To be completed to the satisfaction of the instructor.

FIRST AID

TASKS

- Control bleeding
- Protection from infection
- Treatment for shock
- Artificial respiration
- What to do about poision
- What to do about burns
- What to do in case of broken bones
- Moving injured people
- Getting first aid supplies

SKILLS

- Following instructions
- Reading labels
- Knowledge to know what to do for swallowed
- Ability to use telephone
- Ability to apply pressure in correct places
- Ability to apply sterile dressings
- Knowledge of what not to do
- Ability to apply mild heat for muscle sprains
- Ability to apply cold pack for bruises

READING

Labels on cans and bottles
Telephone books
Directions on containers marked "Poison"

MATHEMATICS

Telling time
Counting

WRITING

Phone numbers
Simple telephone messages

SPELLING

Simple words for telephone message

ORAL LANGUAGE

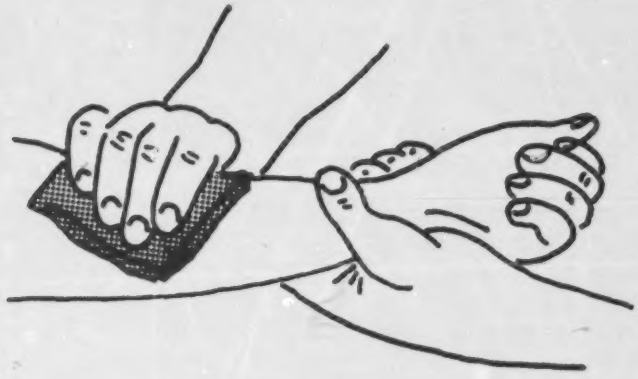
Taking directions
Telephone messages - calling and answering

VOCABULARY

abdominal
abrasions
acids
activated
alkalis
ambulance
artificial
available
bandages
breathing
charcoal
chemicals
compound
conscious (un)
dangerous
direct
drowning
elevated
emergency
fracture
immerse
infection
kerosene
nauseated
points
pressure
puncture
quantities
rescuer
resistance
respiration
splints
sprains
sterile
strains
strychnine
suffocation
swelling
tissues
tourniquet

Stop Bleeding

Cover wound with cleanest cloth immediately available or bare hand and control the bleeding by direct pressure on the wound. Most bleeding can be stopped this way.



Bleeding from arms and legs may be controlled by direct pressure on pressure points located in the arms and legs.

ARM

To help control bleeding in an ARM - press the blood vessel against upper arm bone with fingers on inside of arm half-way between shoulder and elbos.

LEG

To help control bleeding in a LEG - press the blood vessel against the pelvic bone wide the side or heel of hand at the midway point of the crease between thigh and body.

If there is no fracture, arms and legs may be elevated to help stop bleeding.

WHEN TO USE A TOURNIQUET:

A tourniquet should be used only when you are unable to control bleeding from an extremity with direct pressure and a pressure point. If tourniquet is applied, leave it in place until a doctor removes it. Attach a note to the injured person stating where you applied the tourniquet and at what time.

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PUNCTURE WOUNDS ARE DANGEROUS

Puncture wounds are dangerous because germs are driven in deep and there is little bleeding to wash them out. Cleanse wound with soap and water. Cover with sterile dressing and bandage. See a doctor.

MINOR CUTS, SCRATCHES AND ABRASIONS

There is a danger of infection in even the smallest wound. When medical advice is not available, wash hands, then wash wound thoroughly. Cover with a dry sterile dressing. If redness or swelling develops, it is a sign of infection requiring a doctor's attention.

IMPORTANT THINGS TO REMEMBER .....

1. CONTROL BLEEDING
2. PROTECT FROM INFECTION
3. TREAT FOR SHOCK

Restore Breathing

MOUTH-TO-MOUTH METHOD

1. Remove any foreign matter from the mouth.

Tilt head back so chin points up.

2. Place your mouth tightly over his.

Close his nostrils with your fingers.

3. Blow into mouth until chest rises.
4. Remove mouth and let air come out.
5. Repeat every 5 seconds for adults and every 3 seconds for children.
6. Keep at it until he breathes.
7. Get medical help immediately.

NOTE: If you are unable to get air into the patients lungs, roll him onto his back, slap him on the back, wipe out the mouth. Roll the patient on his back, tilt head and begin the mouth-to-mouth process again.

WHEN TO GIVE MOUTH-TO-MOUTH RESUSCITATION

Give mouth-to-mouth resuscitation in cases of:

Near drowning
Gas poisoning
Electric shock
Heart failure
Suffocation

CHEST PRESSURE - ARM METHOD

1. Place victim face up. Clear or clean mouth. Put something under shoulders to raise them so head will drop back.

2. Kneel at his head. Graps his wrists, cross them, and press over lower chest to force air out.

3. Repeat about 12 times per minute (every 5 seconds). Keep checking to see if mouth is clean and airways are open.

BACK PRESSURE - ARM LIFT METHOD

1. Place victim face down. Clear or clean mouth. Bend his elbows and place hands one upon other. Turn his head slightly to one side, making sure the chin juts out. Place hands on victims back so palms lie just below an imaginary line between armpits. Rock forward till arms are about vertical and weight of your body exerts steady pressure on your hands.

2. Draw his arms up toward you until you feel resistance at his shoulders. Lower his arms to the ground. Repeat about 12 times per minute (every 5 seconds). Keep checking to see if mouth is clean and airways open.

NOTE: If second rescuer is available, have him hold victim's jaw out and watch to keep mouth as clean as possible at all times.

Poison

Know what to do if someone swallows poison. ACT FAST! Call the doctor immediately for advice. Be sure to save the container, label, contents and any vomited material.

IN MOST CASES

If victim is conscious:

Give large quantities of milk or water to dilute the poison.

Induce vomiting and continue giving fluids. Keep the victim vomiting until only clear liquid comes out.

Give specific antidote named on the label. If this is not possible, give ACTIVATED CHARCOAL MIXED WITH WATER. This is available from the drug store.

If victim is unconscious:

Keep him warm and get medical care as fast as possible. Do not attempt to give any fluids.

EXCEPTIONS

Do not induce vomiting if one of the following substances has been swallowed:

STRONG ACIDS: Give glass of water then milk of magnesia in solution. Follow with milk, olive oil or egg white.

STRONG ALKALIS: Give glass of water then diluted lemon juice or vinegar. Follow with milk, olive oil or egg white.

STRYCHNINE: If only a few minutes have elapsed, give fluids and induce vomiting, but don't persist. Keep patient quiet.

KEROSENE: Dilute. Do not induce vomiting.

ALWAYS CALL A DOCTOR

Some poisons have a delayed effect. All need medical attention. In many communities there are Poison Control Centers to call for advice.

Burns

FIRST DEGREE BURNS 1st

HOW TO TELL: Skin reddened

WHAT TO DO:
1. If you are certain it is a first degree burn, immerse quickly in cold water for several minutes to stop the pain.
2. Cover with a thick, dry, sterile bandage.

SECOND DEGREE BURNS 2nd

HOW TO TELL: Blisters develop

WHAT TO DO:
1. Cut away loose clothing.
2. Immerse in cold water for 2 hours or apply clean cloths dampened in ice water. Blot dry. Apply sterile dressing.
3. Treat for shock.

THIRD DEGREE BURNS 3rd

HOW TO TELL: Skin destroyed, tissues damaged

WHAT TO DO:
1. Cut away loose clothing.
2. Cover burned area with a sterile dressing thick enough to keep the air out.
3. Treat for shock and get medical attention immediately.

SUNBURN

Apply cold cream, salad oil or shortening to relieve pain of mild sunburn. Use a dry dressing and seek medical care for blister cases and extensive burns.

CHEMICAL BURNS

Use large quantities of running water to wash away the chemicals. Apply sterile dressings and get medical attention immediately.

Broken Bones

TYPES OF FRACTURES

SIMPLE FRACTURE - broken bone but no open wound

COMPOUND FRACTURE - broken bone with open wound (control bleeding and apply sterile dressing before splinting)

IDENTIFICATION

If you suspect a fracture look for the area to be painful when moved, have swelling or tenderness and possibly a deformity of the bone.

PROCEDURE

1. DON'T MOVE the victim unless he is in the path of immediate danger.
2. POSITION LIMB in its usual position without causing excessive pain.
3. APPLY EMERGENCY SPLINT to support injured part in one position, reduce pain and prevent further injury.

EMERGENCY SPLINT

An emergency splint is anything that gives rigid support and holds the fractured part in one position. It could be a board, ski, pole, oar or pillow. A pillow is commonly used for the lower arm, wrist or hand.

To apply an emergency splint:

1. Support limb above and below the fracture. Be sure to immobilize the limb at the joints as well as at the break point.
2. Fasten splints firmly with wide strips in three or more places.
3. Cover the splint with padding.

USE EXTREME CARE IN CASE OF:

- FRACTURED SPINE - Keep the person flat and do not move him into any other position. Get medical attention immediately.

- FRACTURED NECK - Keep the person on his back with the head supported in a straight position. Don't lift the head. Only well-trained persons should apply splints to the back or neck. Get medical attention for the person immediately.

- FRACTURED SKULL - Keep the person completely quiet. Remove any foreign matter from the mouth. Turn the head to the side so secretions may drain from the mouth. Get medical attention immediately.

SPRAINS

Sprains are caused when ligaments and other tissues around joints are stretched or torn. The following steps should be taken for sprains:

1. Elevate the injured part
2. Apply ice packs or cold cloths
3. Call a doctor. Don't use heat.
4. Don't walk on a sprained ankle.

STRAINS

Strains are caused when muscles are overworked. Strains involving the back can be very serious. When a strain occurs, apply mild heat to the injured party and make them rest. Wet towels soaked in warm water can also be sued.

BRUISES

Bruises are injuries which do not break the skin but cause rupture of small underlying blook vessels which discolor immediate and surrounding tissue. Apply cold packs or ice bags to bruises.

Transportation

Except in extreme danger locations, don't move the victim until after examination and first aid treatment. If necessary to move the patient from danger, pull the victim length-wise, preferably with a blanket or skid. Avoid twisting, bending or shaking the victim. In moving, be sure the victim's head is in proper relation to his body for the type of injury - level, lower or higher.

MOVING - MINOR INJURIES

- GENERAL ASSISTANCE - Put your arm around his waist and his arm around your neck if he is capable of walking.
- TWO-MAN CARRY - See illustration.
- CHAIR CARRY - See illustration.
- BACK-STRAP CARRY - See illustration.

MOVING - SERIOUS INJURIES

- STRETCHER - Use a stretcher if the person is seriously injured. If necessary make improvised litter from boards, poles, pipes, blankets or clothing.
- EIGHT-MAN CARRY - The eight-man carry requires 8 people who, with arms stiff and outstretched, place their arms under the injured person and carry him. Care must be taken to support the body and head evenly.
- AMBULANCE - It is always best to wait for an ambulance in cases of emergency. The victim should be cared for during the wait. Make sure the airway is open, emergency measures to stop bleeding, etc. have been taken and patient is comfortable.
- OTHER - If an ambulance is not available, a station wagon or truck may be used to transport the victim. Drive slowly and carefully, observing all traffic rules. Jolting, fast turns or sudden stops and starts may cause further injury.

Shock

Shock is the failure of body systems to work due to lack of blood circulation after an injury. There is some shock associated with every injury. Severe shock can cause death.

WHAT TO DO

1. Get medical aid immediately.
2. Place the victim's head level or lower than the feet unless the injury would be aggravated by this position.
3. Keep the victim warm to maintain normal body temperature.
4. Should medical aid be delayed for an hour or more, give water, or salt, soda and water. If the victim is unconscious, nauseated or has a penetrating abdominal wound do not give any fluids.

Supplies

Every home should have some first aid supplies. These can be purchased at your local drug store. Some of the things you will need are:

Sterile dressings (2" and 3")
Roll gauze bandages (1")
Triangular bandages
Adhesive strip bandages
Roll of adhesive tape (1")
Scissors
Bandaids
Antiseptic liquid or creme

Kits

Unit-type first aid kits are becoming more and more popular. They stay clean and sterile and are easy to use and replace. They contain many items packaged individually which can be used for emergencies. These kits are ideal for trips and can be stored in the car.

Red Cross

The American Red Cross offers special courses in first aid. You can enroll in one of these courses by contacting your local Red Cross headquarters. Check your telephone directory for the listing.